

KINDERGARTEN I

DISCOVER

Teacher's Guide 2018/2019

Term 1

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

Words From
The Minister of Education
& Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

Contents

How to Use This Guide

The teaching guide is designed to provide instructors with a clear path to follow to implement multidisciplinary instruction and a dedicated mathematics window, devoted to building early numeracy. If instructors have not used such a guide before, some practical advice follows:

- Read each chapter carefully. Make notes and highlight important details.
- For the multidisciplinary window, read and annotate the Teacher Guide and Student Book side-by-side.
- For the mathematics window, please note that a section of the Student Book has been designated for students to draw, write and keep math activities.
- Take note of the following:
    - What are the students discovering or learning? (Content)
    - What are the students being asked to do? (Activity)
    - What is the teacher discovering about the students? (Assessment)
    - How could you adapt the lesson for the different abilities in your class? (Differentiation)
- Gather the necessary materials and make any preparations before implementing the lessons. Consider additional classroom management techniques necessary for your particular class and learning environment.
- During and after implementing each lesson, reflect and make notes on what was successful and possible suggestions for improvement.
- Planning with another teacher can often lead to greater implementation success as it provides an opportunity to discuss classroom expectations, management procedures and ensures that lessons are differentiated to better suit the needs of students. It is suggested that teachers meet with other instructors at least weekly to plan and reflect.

As outlined in the ***Introduction***, the school year is divided into four themes.

Within the **multidisciplinary** window, content is integrated across different disciplines. In one lesson, students may practice and apply skills in mathematics, social studies, science and the arts. Each theme includes chapters that coincide with project titles or topics. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

For the **multidisciplinary** guide, chapters are organized into three components:



Discover

- The beginning of each chapter introduces the thematic project to students. Discover allows students to explore what they already know related to the project, create some questions about what they wonder or want to learn more about, and discover via observation, questioning and discussion.



Learn

- Content across disciplines is integrated in the Learn portion of the chapter, with a specific focus on the project. Students practice and apply skills, building and demonstrating understanding.



Share

- At the close of each chapter, students share projects, reflect on their learning process and provide feedback to classmates.

Within the **mathematics** window, each theme is divided into chapters that serve to break up the content and skills into manageable portions. The teaching of mathematics and the building of numeracy is very linear, with students learning new content in increments, and adding to their conceptual development and understanding slowly over time.

For the **mathematics** guide, chapters are organized into three components:



Calendar and movement

- During this daily routine, students develop number sense, early place value concepts, counting fluency and problem-solving skills.



Learn

- During this daily routine, students learn and apply various math skills as the teacher guides them through review, instruction and practice.



Share

- During this daily routine, students develop their ability to express mathematical ideas.

Background

Based on the philosophy of the General Framework for the General and Technical Education Curricula 2018/2030 which aims at encouraging an Egyptian citizen to have the predefined specifications and necessary life skills for life and work in the 21st century, four themes have been prepared to represent the infrastructure of the curricula.

TERM 1:
Theme 1: Who Am I?
Theme 2: The World Around Me

TERM 2:
Theme 3: How the World Works
Theme 4: Communication

Each theme is organized by chapters, with three or four chapters in a theme. Every chapter begins with an **Overview**, **Learning Indicators**, and **Pacing Guide**. It is strongly suggested to thoroughly read each of these sections as they provide beneficial information as to the implementation of each project.

- The **Overview** provides a description of each component of the chapter as well as the total number of days for implementation.
- The **Learning Indicators** describe what students should know or be able to do.
- The **Pacing Guide** shows when each lesson of the chapter will be implemented. It also provides a description of each lesson.

Each theme involves the integration of subjects and includes projects as a means of formative assessment. Projects integrate topics and concepts of the different fields of study through a number of issues and challenges in order to develop a range of skills and their supporting values. The project includes a number of individual and group activities based on child activity and effectiveness that are fully linked to the theme and its goals.

This curriculum guide is intended to support teachers in the preparation and implementation of projects by providing step-by-step instructions embedded with teacher input, instructional strategies, and classroom management techniques.

Life Skills

The Center for Curriculum and Instructional Materials Development Center at the Ministry of Education has established the General Framework for the General and Technical Education Curricula planned for the period 2018/2030. The framework aimed to develop a creative and innovative citizen who will continue to teach and learn, coexist in harmony with others, who is an effective leader and positive follower proud of his country and heritage, who adheres to his/her values, who has a competitive spirit, has a strong work ethic, and who is a promoter of the principles of entrepreneurship.

To achieve the specifications, 14 life skills were identified that must be acquired by each child. These skills are based on the 12 core skills developed by the Life Skills and Citizenship Education in the Middle East and North Africa (LSCE-MENA) initiative, led by UNICEF in collaboration with partners at country, regional, and global level.

Two additional skills were identified as relevant to the Egyptian context: productivity and accountability. Productivity is classified under the Learning to Do employability skills, and Accountability is under the Learning to Live together, active citizenship skills.



The Life Skills are classified into four learning dimensions:

- **Learn to Know:** learning skills (critical thinking, creative thinking, problem solving)
- **Learn to Do:** employability skills (cooperation, decision making, negotiation, productivity)
- **Learn to Be:** personal empowerment skills (self-management, accountability, communication, resil-ience)
- **Learn to Live Together:** active citizenship skills (participation, empathy, respect for diversity)

National and Global Issues



The framework also consists of five main issues: environment and development, health and population, globalization, non-discrimination and citizenship. The curriculum is based on the life skills and local, global issues and challenges within integrated areas of study rather than the separate educational subjects. While life skills are a daily part of the curriculum, each skill will be targeted as the students progress from KG1 through Primary 6.

Several teaching approaches are utilized to support the development of life skills including solving problems, working in teams, participating in play, and completing projects. These approaches allow students to develop life skills through the use of inquiry-based instructional strategies and interactions with peers.

MULTI KG1 First Term Pacing Calendar



- Geometric Self-Portrait — Days 1-10
- Mommy's and Daddy's — Days 11-20
- My School — Days 21-30

THEME 2:
THE WORLD AROUND ME

- Animal Babies — Days 31-40
- How to Care — Days 41-50
- Where We Find Water — Days 51-60

KG 1 Pacing Guide

	WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
WHO AM I?	1	DISCOVER Geometric Self Portrait	DISCOVER Geometric Self Portrait	DISCOVER Geometric Self Portrait	DISCOVER Geometric Self Portrait	LEARN Geometric Self Portrait
	2	LEARN Geometric Self Portrait	LEARN Geometric Self Portrait	SHARE Geometric Self Portrait	SHARE Geometric Self Portrait	SHARE Geometric Self Portrait
	3	DISCOVER Mommy's and Daddy's	DISCOVER Mommy's and Daddy's	DISCOVER Mommy's and Daddy's	DISCOVER Mommy's and Daddy's	LEARN Mommy's and Daddy's
	4	LEARN Mommy's and Daddy's	LEARN Mommy's and Daddy's	SHARE Mommy's and Daddy's	SHARE Mommy's and Daddy's	SHARE Mommy's and Daddy's
	5	DISCOVER My School	DISCOVER My School	DISCOVER My School	LEARN My School	LEARN My School
	6	LEARN My School	LEARN My School	SHARE My School	SHARE My School	SHARE My School
THE WORLD AROUND ME	7	DISCOVER Animal Babies	DISCOVER Animal Babies	DISCOVER Animal Babies	DISCOVER Animal Babies	LEARN Animal Babies
	8	LEARN Animal Babies	LEARN Animal Babies	LEARN Animal Babies	SHARE Animal Babies	SHARE Animal Babies
	9	DISCOVER How to Care	DISCOVER How to Care	DISCOVER How to Care	DISCOVER How to Care	LEARN How to Care
	10	LEARN How to Care	LEARN How to Care	SHARE How to Care	SHARE How to Care	SHARE How to Care
	11	DISCOVER Where We Find Water	DISCOVER Where We Find Water	DISCOVER Where We Find Water	DISCOVER Where We Find Water	LEARN Where We Find Water
	12	LEARN Where We Find Water	LEARN Where We Find Water	SHARE Where We Find Water	SHARE Where We Find Water	SHARE Where We Find Water

Instructional Strategies

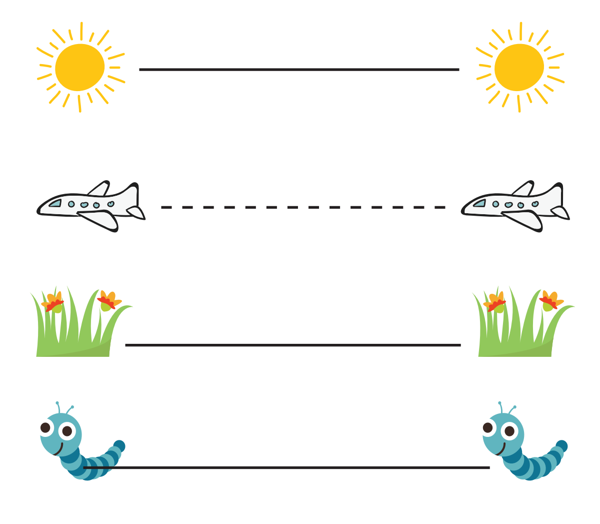
INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Brainstorm	Students provide multiple answers for an open-ended question. This can be done as a whole class or in groups or pairs. The purpose of a brainstorm is to list many answers, not to critique whether answers are realistic, feasible, or correct. Once an initial broad list is made, students can go back to answers to prioritize or eliminate some options. This strategy promotes creativity and problem solving.
Calling Sticks	Teacher writes names of students on popsicle or ice cream sticks and places them in a can/jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another can/jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.
Can You Guess My 2-1-4?	Gather 2 facts, 1 clue, and 4 images about a topic. Present the facts to students one at a time. Have students discuss the facts and make predictions about what the topic might be. Move on and share the clue. Ask students to refine their predictions based on the new information. Finally, share images. Ask students to share their predictions, providing justifications for their predictions. This strategy engages students and encourages students to make predictions with limited (but increasing) amounts of information.
Charades	Teacher organizes students into small groups. One student silently acts out a concept so that his team can guess what he/she is acting out. Students take turns acting out concepts. This strategy promotes critical thinking, careful observation, and prediction.
Choral Reading	Choral reading is a literacy technique that helps students build fluency. During choral reading a group of students reads a passage out loud together with the teacher. If possible, the teacher points to the words as they are being read and students point to the words if written in workbooks. This technique allows students to practice fluency without the pressure of reading solo. It also supports students' confidence in reading and speaking out loud.
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Count Off	Teacher breaks students into groups by having students count off to a certain number. It's important to tell students to remember their number. For example, if the teacher wants three groups, the first student counts one, the next student says two, the next says three and the next student starts over at one, etc. When all students have counted, tell all the number ones to meet together, all the number twos and then all the number threes. This strategy enables time-efficient grouping and reinforces conceptual number use.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Four corners	Each of the four corners of the room corresponds to a possible opinion about a thought-provoking statement. Teacher may post a picture or a prompt in each corner of the room to represent the opinions/statements. Students walk to the corner that interests them or expresses their opinion to group with other like-minded students. This strategy allows students to express opinions and to prepare justifications with others who agree before presenting to the class.
Gallery Walk	As if in a museum, students walk past displays and respond to questions or prompts about the display. This strategy can be used in multiple ways, including to consider ideas posted on chart paper around the room or to view classmates' final products. This strategy encourages diversity of thought. When used at the end of a project, this strategy allows students to celebrate and take pride in their work while also honoring and responding to others' work.
Half the picture	Given half of a picture, students predict what the rest of the picture will look like and draw it. This strategy requires students to use new information to complete an image. This active learning strategy ensures that students are building on prior knowledge and assimilating new knowledge.
Hands Up	Teacher holds a hand in the air to signal that students should stop what they are doing, stop talking, and look up at the teacher. When students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention getting signal.
Hands Up, Pair Up	Students stand and walk around the room quietly with one hand raised in the air. The teacher says "Stop--Pair Up." Students clap hands and stand together with a nearby student. Anyone with a hand still up needs as partner. Students can easily find each other and pair up.
I Do, We Do, You Do	I Do: Teacher demonstrates or models an action to take place, such as reading a passage to the students. We Do: Students repeat the action with the teacher, such as re-reading a passage in unison. You Do: Student practices the learned action without the guidance of the teacher. This strategy supports students by modeling an expectation, allowing for low-pressure practice, then providing opportunities for independent practice.
Imagine That	Teacher describes a person, animal, plant, or situation for students to act out. Students imagine that hey are the living thing or are in the situation and act out what happens. This can also be done in groups with a student, or rotating students, acting as the leader. This strategy promotes imagination and long-term memory. (See also: Charades to add a guessing element.)
I See Very Clearly	Teacher tells students he/she sees something. Students guess what it is as teacher gives students clues. Students use observation and listening skills to guess correct object. This strategy emphasizes use and identification of object properties and characteristics.
Jigsaw	Organize students into "expert groups" of 4-6 (e.g., groups of six named A, B, C, D). Assign each group a topic or segment of information to learn. Give students time to learn and process their assigned segment. Then, rearrange students into new groups that include one student from each former "expert" group (e.g., six new groups that include one student from A, one from B, etc.). In the new groups, each student shares information on their expert topics with the rest of the group. This strategy reinforces the concept that learning is a group activity and encourages working together over competition.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
KWL Chart	A three-column chart that is used for the duration of a topic of study. It can be used whole group, small group, or individually. Column 1 (Know) contains answers to: What do students already know? Column 2 (Want) contains notes on what students Want to know (questions that they have). This column can be added to throughout the study. Column 3 (Learned) contains notes on what students have Learned and is added to periodically throughout a given topic of study. This strategy reinforces the idea that we bring what we already know into new learning situations, and that as we learn new questions often arise. It also reinforces the skill of taking notes.
Lean and Whisper	Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Number Sign	Teacher can check for understanding quickly by asking a question and giving students a choice of answers. Students hold up one, two or three fingers in response to the question asked. Teacher quickly scans the fingers raised to get a sense of how many students are tracking the material.
One Stay One Stray	After working with partners, one person stays with the work product to present to other students while the second partner walks around and listens to peers in the class share. Then the two students switch roles. Using the strategy, both partners get to share their project and listen to others share.
Pair/share	Students work collaboratively with a partner to solve a problem or answer a question. This strategy asks students to think individually about a topic or answer and then share their ideas and thoughts with a classmate.
Popcorn	Call on one student to answer a question. After the student has answered the question, they say "popcorn" and say the name of another student. It is now the turn of that student to answer the question, then pick a new student, and so on. If a student has responded, they should not be called upon a second time during the same popcorn activity.
Role play	Students pretend to be someone else - another student or another person - taking on the actions and dialogue of that person. Role-playing can also be done when speaking as a puppet. This strategy promotes empathy and respect for differences.
Shake It Share It High Five	Students move around the classroom until teacher signals to stop. Students then partner with a nearby student. Partners shake hands, share ideas or work products, then high five before moving around again to find a new partner. This strategy gets students out of their seats and moving, while also allowing them to share with classmates they don't sit near.
Shoulder partners*	Students lean and talk quietly with the person sitting next to them. Shoulder partner can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 -with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle). *See "Lean and Whisper" and "Turn and Talk" for further breakdown for KG1.
Sky Writing**	Teacher or student uses two fingers and straight arm to write a number or letter in the air. For numbers and letters, sky writing can include a grid (lines designated by clouds, a plane, grass, and a worm) that helps break down the direction of each stroke. This strategy allows students to learn and practice what numbers and letters look like before writing with a pencil. **See Sky Writing Procedure section for more information.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Talking Sticks	Students sit in a small group. Teacher gives one student a **Talking Stick** (this can be anything-a pencil, actual stick, etc.). Only the student with the stick may speak. The student can then pass the stick to the next person. This strategy ensures that everyone has a turn speaking and that students don't interrupt each other.
T-chart	A T-chart is a two-column graphic organizer that allows students to visually arrange and present information. This strategy is used to compare and contrast.
Think aloud	The teacher models a process of thinking by speaking aloud what is thought. As an example, "I think I need more color here in my drawing." This strategy models for students the type of thinking they can use in an upcoming activity.
Think Time	Teacher allows a distinct period of silence so that students can process tasks, feelings, and responses. Allow students 15-30 seconds to think to themselves before calling on anyone to provide an answer to the class.
Thumbs up	Teacher can quickly check for understanding using this strategy. Students hold thumbs up for agreement and thumbs down for disagreement to a question asked by the teacher. Thumbs up can also be used as a way for students to signal to a teacher that they are ready for an instruction.
Tree Map	A tree map is used for classifying and grouping. The top horizontal line contains the topic. The second horizontal line has as many branches as needed for subgroups that exist within the main topic. The overall structure of a tree map visually shows students the distinctions and connections between various topics.
Turn and Talk	Students turn "knee to knee" and "eye to eye" with a Shoulder Partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Venn Diagram	Teacher draws two or more large overlapping circles as a graphic organizer to show what is the same and different about multiple topics. Teacher notes similarities in the overlapping section of the circles, then summarizes differences in the respective parts of the circles that do not overlap. This strategy allows students to visually see and record similarities and differences.
Wait time	Similar to the think time strategy, the teacher waits at least 7 seconds after asking a question to the whole class or after calling on a student to respond. This provides time for students to think independently before an answer is given out loud.
Whisper	Teacher can provide whole class verbal processing time by allowing students to respond to a question by whispering the answer into their hands. This strategy prompts every student to attempt an answer, with no social-emotional recourse if their answer is wrong.
Word Web	Teacher writes the main topic in a center circle, then creates lines coming out from the circle to record key details about that main idea. This strategy encourages students to more deeply understand a topic and allows students to see how facts or pieces connect back to a larger topic.

Sky Writing Procedure



Teacher will need dry erase or chalkboard with these lines:

The lines should always be referred to by their name, even if the icons are not on regular lined paper. Before writing students should identify where each line is located.

 is called the "Sky Line"

 is called the "Plane line"

 is the "Grass Line"

 is the "Worm Line"

Sky Writing posture: standing with dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder when Sky Writing.

The teacher writes on the lines and says the steps out loud. Then, students trace the number in the air, saying the steps out loud with the teacher. Repeat each number.

Example: steps to say out loud for Sky Writing the number 1.

"Start at the Sky Line, go straight down to the grass line."

KINDERGARTEN I

Multidisciplinary

Who Am I?

Chapter 1

Geometric Self-Portrait

Theme Overview

Geometric Self-Portrait

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover ways to answer the question: Who Am I? Students will begin describing themselves by using their senses and identifying personal likes.	4
Learn	Students will learn to identify basic shapes and use these to create images. Students will learn different ways to compare between themselves and others.	3
Share	Students will apply their understanding of shapes to create a self portrait. Students will also illustrate other characteristics that make them unique. Students will share their pictures with others in the class.	3

Geometric Self Portrait

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem. **Negotiation:** • Good listening.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Awareness of Roles
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

LANGUAGE: VOCABULARY ACQUISITION AND USE:
- Use frequently occurring nouns and verbs.
- Understand and use question words.

WRITING:
- Describe familiar people, places and things with modeling and support.
- Orally produce complete sentences in shared language activities.

SPEAKING AND LISTENING:
- Follow agreed upon rules for discussions.
- Describe people, places, things and events with relevant details and provide additional detail with prompting and support.
- Express thoughts, feelings and ideas clearly.
- Orally produce sentences when appropriate to task and situation.

SOCIAL STUDIES:
- Describe the differences between self and others.
- Express self in a diversity of ways.

ART:
- Identify primary colors.
- Use line to create images of humans, animals, and birds.

LIFE SCIENCE:
- Observe the different features of humans around them, but note they are more like other humans than animals.

ECONOMICS AND APPLIED SCIENCE:
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others (e.g., please, thank you, if I may).

MATH:
- Describe objects in the environment using names of shapes.
- Correctly name 2-dimensional shapes (triangle, circle, rectangle, square).
- Compose larger shapes by combining simple shapes.

Ch 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Demonstrate prior ability to draw, write, and name colors. • Identify the primary colors. • Discover the sense of sight.
2	**DISCOVER: Students will:** • Discover the senses of taste and smell. • Identify and share favorite foods. • Review primary colors and identify objects by color. • Use color to draw an object.
3	**DISCOVER: Students will:** • Discover and use the senses touch and hearing. • Review primary colors. • Learn the colors green and orange.
4	**DISCOVER: Students will:** • Make comparisons between themselves and others. • Identify similarities and differences in people. • Use comparison words same and different.
5	**LEARN: Students will:** • Describe basic shapes: square, circle, triangle, and rectangle. • Compare a favorite toy to basic shapes.
6	**LEARN: Students will:** • Review counting to four. • Practice introducing themselves. • Compare similar and different characteristics.
7	**LEARN: Students will:** • Introduce and describe themselves. • Use shapes and colors to create a model of the human body.
8	**SHARE: Students will:** • Review shapes and colors. • Use shapes and colors to create drawings of the human body.
9	**SHARE: Students will:** • Use basic shapes to draw pictures of their favorite things.
10	**SHARE: Students will:** • Use basic shapes to draw pictures of their favorite things. • Introduce themselves to a group of classmates. • Share geometric self-portraits and favorite things.

TEACHER DO: Allow time for students to complete their pictures. Be sure to walk around to observe how well students are holding their pencil and crayons, assisting where needed.

4. TEACHER DO: Allow students to share their drawing of themselves with a **Shoulder Partner**. As students share, circulate around the room and listen for how students describe themselves.

STUDENTS DO: Discuss their picture with a partner.

5. TEACHER DO: Introduce the idea of making a "Geometric Self Portrait."

TEACHER SAY:
You already know a lot about yourself and what you look like.
Over the next few days we will learn about how we can observe ourselves and how we can describe ourselves to other people.
Then we will make a self-portrait using shapes!

6. TEACHER DO: Introduce students to the sense of sight.

TEACHER SAY:
We use our eyes to help us see.
Point to your eyes.
What can you see?

TEACHER DO: Ask 4-5 students to share something they can see in the classroom.

7. TEACHER DO: Ask students to look at the clothes they are wearing today. Lead them to identify specific colors such as red, blue, and yellow.

Note to Teacher: This will help you assess who knows their colors or who may need more support in learning them. Be aware of the possibility of color-blindness.

TEACHER SAY:
Look at your clothing.
Can anyone name a color you see?
If you see [insert a color lots of students are wearing] on your clothes, stand up.

TEACHER DO: Have those students sit down and repeat for two other colors.

8. TEACHER DO: Introduce the primary colors. Find objects in the room that are mostly red, blue, and yellow. If no objects are available, draw circles with these three colors on chart paper. Hold up the red object or point to the red circle.

TEACHER SAY: **This is the color red. Repeat that after me: "Red."**



STUDENTS DO: Repeat "red."

TEACHER SAY: **If you have a red crayon in front of you, hold it up. Then look around the room. Can you see anything else that is red? Whisper what you see to your Shoulder Partner.**

TEACHER DO: Look around the room to make sure students are holding up only red crayons. If you see any other colors, have students check with their **Shoulder Partner** to make sure they are holding up the same color crayon. If there are red objects visible in the room, use **Calling Sticks** to call on two students to name a red object they see. Next, hold up the blue object or point to the blue circle.

TEACHER SAY: **This is the color blue. Repeat that after me: "blue."**



STUDENTS DO: Repeat "blue."

TEACHER SAY: **If you have a blue crayon in front of you, hold it up. Then look around the room. Can you see anything else that is blue? Whisper what you see to your Shoulder Partner.**

TEACHER DO: Look around the room to make sure students are holding up only blue crayons.

If you see any other colors, have students check with their **Shoulder Partner** to make sure they are holding up the same color crayon. If there are blue objects visible in the room, use **Calling Sticks** to call on two students to name a blue object they see. Next, hold up the yellow object or point to the yellow circle.

TEACHER SAY:
This is the color yellow. Repeat that after me: "Yellow."

 **STUDENTS DO:** Repeat "Yellow."

TEACHER SAY:
If you have a yellow crayon in front of you, hold it up. Then look around the room. Can you see anything else that is yellow? Whisper what you see to your Shoulder Partner.

TEACHER DO: Look around the room to make sure students are holding up only yellow crayons. If you see any other colors, have students check with their **Shoulder Partner** to make sure they are holding up the same color crayon. If there are yellow objects visible in the room, use **Calling Sticks** to call on two students to name a yellow object they see.

9. TEACHER DO: Now have students look around the room to find something in the room that is the same as a color on their clothes. Have students turn to a partner to share what they can see. It is okay if there is not something in the room the same color. Encourage students to look at the different colors on their clothing (shirt color of a design on the shirt, pants, shoes) in order to find a similar color.

 **STUDENTS DO:** Identify an item in the room that is the same color as their clothing. Then, share what they found with a partner.

10. TEACHER DO: Tell students that they are using one of their senses when they look around the room and observe colors.

TEACHER SAY:
You are using your sense of sight to help you see colors around the room.
Your senses help you learn about the world around you.
We can see, hear, feel, taste and smell.

11. TEACHER DO: Start a senses chart you can keep up in the classroom. Write the title "Senses." Then under the title write "sight" and draw a picture of eyes next to the word.

12. Closing: Ask students to think about how their eyes help them during the day.

TEACHER SAY:
What sense did you learn about today?
How do your eyes help you?
What colors can you see with your eyes?

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Discover the senses of taste and smell. • Identify and share favorite foods. • Review primary colors and identify objects by color. • Use color to draw an object.	• Taste • Describe

MATERIALS

Student book	Pencils	Crayons	Chart Paper (Senses Chart from Day 1)











Discover (90 mins)

Directions

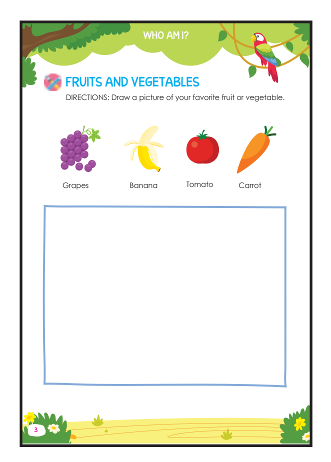
1. Introduction: Review the previous day's content with students.

TEACHER SAY: Today we will continue learning about colors and our senses. Can anyone tell me a color that we learned yesterday?

TEACHER DO: Take 3-4 responses, having students repeat the words red, blue, and yellow as they are mentioned.

TEACHER SAY: Who can remind me what sense we discovered yesterday?

TEACHER DO: Take 3-4 responses, then refer to the Senses Chart to confirm the sense of sight.



2. TEACHER DO: Have students open to page 3, Fruits and Vegetables. Ask students to draw a picture of their favorite fruit or vegetable. If students are unfamiliar with fruits and vegetables, bring in samples to share with the class or name a few options. You can also direct students to look at their student book page to see samples of different fruits and vegetables. Tell students to think of what colors they need to use to draw their favorite food.

TEACHER SAY:
Think about your favorite fruit or vegetable.
Think about what color you will use to draw your favorite food.
If my favorite food is a banana I will use my yellow crayon.



READ ALOUD: The directions say, "Draw a picture of your favorite fruit or vegetable."



STUDENTS DO: Draw and color a picture in their student book.

3. TEACHER DO: Tell students they will share their favorite food with a **Shoulder Partner** sitting next to them. As students share, move around the room, listening for color words students use to describe their food.

TEACHER SAY:
Let's share our work with a partner.
Tell your partner your favorite food and the color you used.
I would share my picture and say "I like bananas. I colored my bananas yellow."

4. TEACHER DO: Ask students to share as a whole class the fruits and vegetables they drew. Create a color chart that will stay in the room. Record food examples for each color.

TEACHER SAY:
I want to write down your favorite fruits and vegetables.
Who drew a food that is YELLOW?
Who drew a food that is RED?

TEACHER DO: Repeat for blue, purple, green, orange, brown and white, holding up crayons colors or drawing a dot with the color marker for any colors the students may not yet know. Draw at least 1 example for each color. If no student has an example for a color you can write a fruit or vegetable for that color.

5. TEACHER DO: Tell students that their sense of sight helps them know what their food looks like. Tell students that another sense tells them if a food is yummy or bitter, sweet or spicy.

TEACHER SAY:
Our sense of sight helps us see our food.
What part of your body tells you if a food is sweet or spicy?
Point to the body part that helps you.

TEACHER DO: Observe which body part students are pointing to.

TEACHER SAY:
Another sense is your sense of taste.
We use our tongues to help us taste.

TEACHER DO: On the senses chart, add the word "taste" with a picture of a mouth and tongue.

6. TEACHER DO: Next, students can act out eating different tasting foods and make appropriate facial expressions to match.

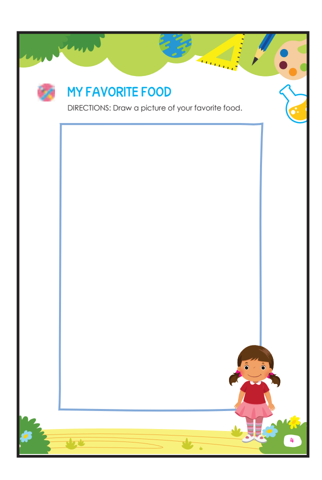
TEACHER SAY:
Let's pretend we are eating different foods.
Imagine what it tastes like.
Imagine how your face looks when you taste it.
Pretend you are taking a bite of a sweet piece of cake.
What will your face look like?
What about a sour lemon?

TEACHER DO: Repeat with other foods familiar to the students in your class. Give an example of a spicy food and "bitter" tasting food.

 **STUDENTS DO:** Act out eating food and make faces that show a reaction to a taste.

7. TEACHER DO: Ask students to think about their favorite food that someone in their family cooks for them. Have students share words to describe how the food tastes with a **Shoulder Partner**. Ask a few students to share with the whole class.

TEACHER SAY:
What is your favorite food to eat at home?
How does that food taste?
Let's draw to show your favorite food. Remember to use the correct color to show your food.





READ ALOUD: Draw a picture of your favorite food.



STUDENTS DO: In their student book on page 4, My Favorite Food, have students draw to show their favorite food. Remind them to think about what color to use.

8. TEACHER DO: Before students share their drawings with a **Shoulder Partner**, introduce the sense of smell.

TEACHER SAY:
Now that you can describe how your favorite food looks and tastes, can you think of another way to describe your food?
If you are in a different room, how do you know someone is cooking.
Point to your nose.
How can your nose help you?

TEACHER DO: Ask students to think about how their favorite food smells.

TEACHER SAY:
Another sense that helps us learn about our world is smell.

9. TEACHER DO: Add the word "smell" and a picture of a nose to the senses chart.

TEACHER SAY:
Let's share our favorite food with a partner.
Make sure you tell your partner what the food looks like, tastes like and smells like.

TEACHER DO: Allow students to share with a **Shoulder Partner**. Move around the room and listen for how they describe their food.

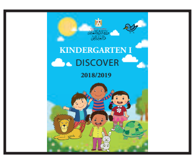
10. Closing: Tell students that today they were able to start sharing some of their favorite things and describe those things using their sense of sight, taste and smell.

TEACHER SAY:
Everyone worked very well today sharing with their partners.
Let's make sure we turn and say "Thank you" to our partners for helping us work and learn.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Discover and use the senses touch and hearing. • Review primary colors. • Learn the colors green and orange.	• Smell • Feel • Touch

MATERIALS

Student book	Pencils	Crayons	Chart Paper (Senses Chart from Day 1)	Items for observation
				



Discover (90 mins)

Directions

1. Introduction: Briefly review the three senses students have already learned.

TEACHER SAY:
What body part helps us see? Point to it.
What body parts help us taste? Point to it.
What body part helps us smell? Point to it.

2. TO DO: Introduce the sense of touch.

Note to Teacher: Make sure students understand that the sense of touch is performed not just by their hands but by all of the skin on their body.

TEACHER SAY:
Another sense that helps us learn about the world is our sense of touch.
Our sense of touch helps us feel things in our world.
Let's think of words that describe how things feel.

TEACHER DO: Allow students to share words that describe how things can feel. You can prompt students to think about how they know what the weather feels like, or what clothing feels like on their body to help thing beyond just touching with their hands. Words students can share might include: hot, cold, soft, furry, hard, bumpy, smooth, wet.

TEACHER DO: Write "touch" onto the senses chart with a picture of an arm and hand.

3. TEACHER DO: Provide an opportunity for students to move around the classroom. Have a variety of items set up around the room for students to touch.

Note to teacher: If possible, set up 6 items around the room: A soft blanket, hard/smooth rocks, a wet towel, rough sandpaper, smooth sand, cold ice/water. Have the items labeled with colors (red, green, orange, purple, blue, yellow). Put students into 6 groups and assign a starting color for each group. At each station, students will look at and touch the item and describe what it looks and feels like. If it is not possible

to bring items into the room or to have students in groups, find 6 objects around the room with different textures. Hold up one item at a time and ask students what they think it would feel like. Walk the object to 2-3 students, allow them to feel it, then have them describe what the item feels like for their classmates.

TEACHER SAY:
Let's use our sense of touch and sight to observe items in our room.
We will get to touch 6 items in the classroom.
When you are at an item we will each take turns.
We will wait our turn to touch and cooperate with our group members.

TEACHER DO: Give students 2 minutes at each station to give all members a chance to observe.



STUDENTS DO: Students will move to each station as a group to observe using their sense of touch and sight.

TEACHER DO: Bring the class back together and invite students to orally share what they discovered as they observed the various objects.

4. TEACHER DO: Introduce the final sense: sound. Write the word "sound" with a picture of an ear on the senses chart.

TEACHER SAY:
Point to your ears.
How do your ears help you?
You ears help you hear sound!
What sounds can you hear at school?
What sounds can you hear at home?

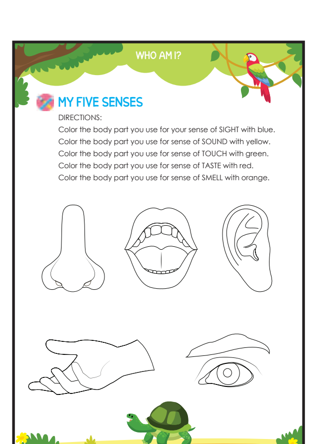
TEACHER DO: Allow students to share with a **Shoulder Partner** sounds they hear at school and home.



STUDENTS DO: Partner share familiar sounds.

5. TEACHER DO: Next, have students think about their favorites in terms of their senses. Favorite smell, favorite sound, favorite taste, favorite feeling (hot or cold, hard or soft), favorite thing to look at outside. Set up a modified "**Four Corners**" with a sense word at each corner. Students can rotate to each corner to share their favorite for that sense.

TEACHER SAY:
We can use our senses to describe our favorite things.
Do we all have the same favorite things?



6. TEACHER DO: Review the 5 senses students can use to discover the world around them. You may wish to count the 5 senses, using your fingers to illustrate for students. Have students open their student book to page 5, My Five Senses. Students will follow your direction and color the body part that matches the sense. Pause after reading each direction so students can color.



READ ALOUD:
Color the body part you use for your sense of SIGHT with blue.
Color the body part you use for sense of SOUND with yellow.
Color the body part you use for sense of TOUCH with green.

TEACHER SAY: First, let's find our green crayons.

TEACHER DO: Hold up a green object or draw a large green dot on chart paper.

TEACHER SAY: This is the color green. Repeat that after me: "green."



STUDENTS DO: Repeat "green."

TEACHER SAY: Find the green crayon in front of you, and hold it up. Check with your Shoulder Partner to make sure you have the right color. Now use this color to color the body part you use for sense of TOUCH.



READ ALOUD:
Color the body part you use for the sense of TASTE with red.
Color the body part you use for the sense of SMELL with orange.

TEACHER SAY: First, let's find our orange crayons.

TEACHER DO: Hold up an orange object or draw a large orange dot on chart paper.

TEACHER SAY: This is the color orange. Repeat that after me: "orange."



STUDENTS DO: Repeat "orange."

TEACHER SAY: Find the orange crayon in front of you, and hold it up. Check with your Shoulder Partner to make sure you have the right color. Now use this color to color the body part you use for sense of SMELL.

TEACHER DO: Use student work as a way to assess their understanding of how they use their body to learn about the world around them.

7. Closing: To end the lesson, have students thank someone they worked with today, either as a partner or in their small group.

TEACHER SAY:
We all worked very well together.
We need to make sure we say thank you to a friend who helped us learn today.

Lesson 4 Overview

LEARNING OUTCOMES

Students will:
- Make comparisons between themselves and others.
- Identify similarities and differences in people.
- Use comparison words same and different.

KEY VOCABULARY

- Bigger
- Smaller
- Longer
- Taller
- Shorter
- Same
- Different

MATERIALS

Student book



Crayons







Discover (90 mins)

Directions

1. Introduction: Bring students back to the discussion we had on the first day about describing ourselves and our clothing. Direct students to think about words they can use to describe themselves.

TEACHER DO: Use **Shoulder Partners** for each conversation below.

TEACHER SAY:
We can observe and describe ourselves!
What color eyes do you have?
What color hair do you have?
Ask a partner to help describe colors they can see on you!

TEACHER DO: Have students describe hair and eye color of a partner.

TEACHER SAY:
Great job using colors to describe your partner!
Now let's observe who has LONGER hair.
Is your hair longer or shorter than your partners?

TEACHER DO: Demonstrate the concepts of longer and shorter with your hands as you say them. Have students compare their hair length with a partner.

TEACHER SAY:
Now let's observe who is taller or shorter?
Stand up facing your partner. Who is taller?

TEACHER DO: Demonstrate the concepts of taller and shorter with your hands as you say them. Choose two students to stand next to each other in the front of the room, and identify for the class

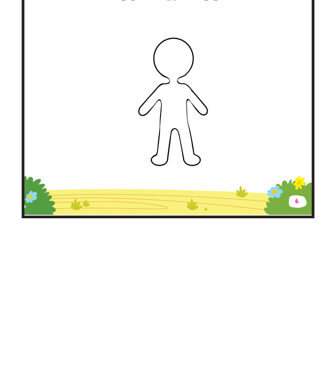
which student is taller and which is shorter. Have students compare their height. You can repeat for comparing various sizes of their body.

2. TEACHER DO: After observing with partners, sort students into groups by their attributes. You can have students with long hair stand together and short hair stand together. You can have students get into group by height or eye color. Provide instructions for 2-3 groupings, each time asking:

TEACHER SAY:
How are you the same as the people in your group?
How are you different?

TEACHER DO: Students can observe those that have a similar feature (such as eye color) and identify a difference as well (hair length, height, etc).

 **STUDENTS DO:** In their sorted groups discuss similarities and differences they can observe



3. TEACHER DO: Use the images on page 6, We Are Alike. Display one at a time to the class (on a projector if possible) or direct student attention to each picture.

 **READ ALOUD:** Look at the pictures. What is the same? Add a detail to the bottom picture to make it look similar.

TEACHER SAY: First, look at one picture at a time. Tell your Shoulder Partner what you see.

 **STUDENTS DO:** Describe what they see in each picture (hair color, size, etc).

TEACHER DO: After observing all 3 individually, ask students to look for something that is the same about all of the pictures.

TEACHER SAY: Turn to your group and tell them one thing you see that is similar in multiple pictures.

TEACHER DO: Ask students to orally share a sentence to tell how the children are similar.

 **STUDENTS DO:** Observe the pictures in their student book. Then orally share a sentence to tell how the children are the same in a small group of 3-4 students.

TEACHER SAY: Great job describing how the children were the same. Let's read the rest of the directions.

 **READ ALOUD:** Add a detail to the bottom picture to make it similar to others.

 **STUDENTS DO:** Draw details to show a similar feature.

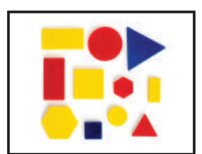
4. Closing: Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.

TEACHER SAY:
We have identified all of our senses.
We have observed and described ourselves and others.
We began to think about some of our favorite things.
Next we will begin to learn more about ourselves and new ways to describe our appearance.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Describe basic shapes: square, circle, triangle, and rectangle. • Compare a favorite toy to basic shapes.	• Circle • Triangle • Rectangle • Square

MATERIALS: Student book, crayons, pencil, scissors, image of circle, triangle, rectangle and square

Student book	Pencils	Crayons	Chart Paper	Scissors	Image of circle, triangle rectangle and square
					



Learn (90 mins)

Directions

1. Introduction: Ask students to think about the colors they see around the classroom. Introduce the concept of shapes that can be seen in the classroom too.

TEACHER SAY:
We can describe colors we see in the classroom.
Some things that are the same color can still look different.
They are a different shape.

2. TEACHER DO: Display an image of a circle (you can also draw a circle on the board).

TEACHER SAY:
This is called a circle. Can you repeat that? Circle
A circle has no straight lines.
A circle is one curved line.
Let's draw a circle in the air with our finger.

 **STUDENTS DO:** Repeat the word "circle" and draw a circle in the air with a finger.

3. TEACHER DO: Display an image of a square (you can also draw a square on the board).

TEACHER SAY:
This is called a square. Can you repeat that? Square. A square has 4 straight sides. A square's sides are all the same size. Let's draw a square in the air with our finger.

Teacher Note: You may also want to draw a square in other ways to engage students, for example, drawing in the sand.. Modify the directions below to suit the needs of your classroom.

 **STUDENTS DO:** Repeat the word “square” and draw a square in the air with a finger.

4. TEACHER DO: Display an image of a rectangle. Use the same approach you used with the square shape for rectangle. Modify the directions below to match the strategy you choose.

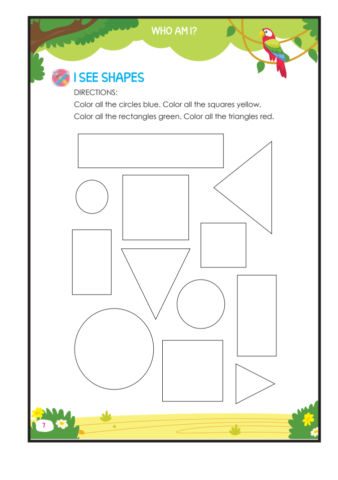
TEACHER SAY:
This is a rectangle. Can you repeat that? Rectangle.
A rectangle has 4 straight sides.
A rectangle's sides do not have to be the same size.
Let’s draw a rectangle in the air.

 **STUDENTS DO:** Repeat the word rectangle and draw a rectangle in the air with a finger.

5. TEACHER DO: Display an image of 2 different triangles (an equilateral triangle and a right angle triangle).

TEACHER SAY:
This shape is a triangle. Can you repeat that? Triangle.
These are both triangles.
A triangle has 3 straight sides.
Triangles can look different but will always have 3 straight sides.
Let’s draw a triangle in the air.

 **STUDENTS DO:** Repeat the word “triangle” and draw a triangle in the air.



6. TEACHER DO: Have students open to page 7, I See Shapes in their student book. Students should observe the shapes on the page and then follow teacher directions to color the shapes.

TEACHER SAY:
Look at the shapes on the page. We are going to color the same shapes the same color. First, take out a blue crayon.

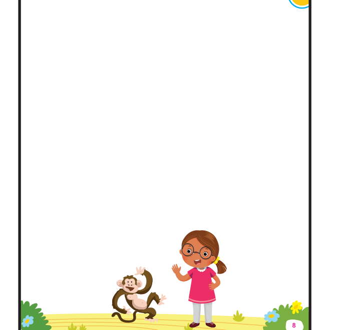
 **READ ALOUD:** Color the circles blue.

TEACHER DO: Provide time for students to color.

TEACHER SAY: **Now, let’s count the circles. How many circles did you color? Point to them as we count.**

 **STUDENTS DO:** Point to each circle as the class counts in unison with the teacher.

TEACHER DO: Continue reading aloud each new direction for the other shapes. Squares- yellow, rectangles- green, triangles- red. Practice counting together after each. As students work, move around the classroom to check student work. Make note of shapes that you will need to review as a class.



7. TEACHER DO: Create poster for each shape to display in the classroom using the mostly blank Make a Shape on page 8 in the student book.

TEACHER SAY: **Let’s make posters for each shape to help us remember.**

 **READ ALOUD:** The directions say “Draw a shape. Use your favorite color.”

TEACHER SAY: **When you are done drawing the shape, color it in with your favorite color. Then, cut out your shape. Bring it to me for our class posters.**

TEACHER DO: Tell students to use either a straight line to draw a square, rectangle or triangle, or a curved line to draw a circle on the next page in their student book. Students should then color that shape their favorite color and cut or tear it out of their student book. Tape or glue each shape to the correct poster.

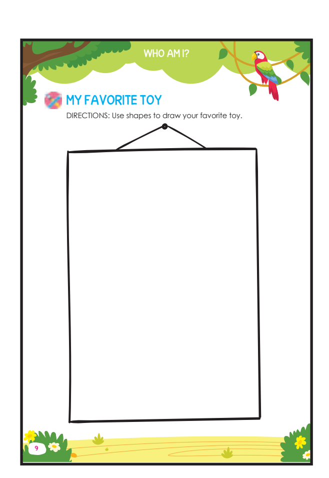
 **STUDENTS DO:** Draw a shape in their student book. Color the shape and cut out.

8. TEACHER DO: Next, have students turn their thinking to shapes in their everyday life. Ask students to think about some of their favorite games and toys in their home.

TEACHER SAY:
Shapes are all around us.
We can see shapes in toys and games we use.
What shape do you see on a checkers board? [use a familiar game for students]
What shape does a ball look like?

TEACHER DO: Display a real checkers/chess board or an image for the class. Display a picture of a football. Allow students to share the shapes they see.

9. TEACHER DO: Put the 4 shapes around the room. Use the **Four Corners** strategy to have students discuss each shape and think about a toy or game where they can see that shape. Allow time for students in to talk in their groups before moving to a new shape.



10. TEACHER DO: In their student books, on page 9, My Favorite Toy. Ask students to draw a picture of their favorite game or toy at their home. You can provide time for students to share ideas with partners sitting near them to help make sure all students have an idea to draw.

TEACHER SAY:
Think about your favorite toy or game at your home.
What does it look like?
What shapes can you see?
If I like to play with a doll, I can draw a CIRCLE for my dolls face.
What other shapes could I draw?



READ ALOUD: The directions say, "Use shapes to draw your favorite toy."



STUDENTS DO: Draw a picture of their favorite game or toy. Students will make sure to use a shape to help draw their picture.

TEACHER DO: Allow students time to complete their drawing. Then have students share in small groups (3-4 students) their favorite game or toy and the shape they used to draw their picture.

11. Closing: After completing the group activity, encourage students to show respect for their group members.

TEACHER SAY:
Remember to say thank you to your group members for working together to create a shape.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Review counting to four. • Practice introducing themselves • Compare similar and different characteristics.	• Compare

MATERIALS

Student book | Pencils | Crayons













Learn (90 mins)

Directions

1. Introduction: Start the lesson today by introducing yourself to the class. State your name, age, gender, hair color and a favorite thing (food, place, activity).

TEACHER SAY:
I can describe myself.
What did you learn about me?

2. TEACHER DO: Next, ask students to stand up or raise their hand if a characteristic you state is the same as them.

TEACHER SAY:
Stand up if you have brown hair.
Stand up if you are a boy.

 **STUDENTS DO:** Stand and sit in response to teacher.

TEACHER DO: Repeat for several different characteristics- different hair color, hair length, favorites, etc.

3. TEACHER DO: Play a grouping game with students. Have students in an area where they have room to move around.

TEACHER SAY:
Let's play a game to help us compare ourselves to others in the class.

Note to Teacher: If possible, you can go outside or move tables so students can all stand together in an area. To play the game, call out a number (2, 3, 4). Students should then get together with that number of students. If there is a child that does not have a group, discuss how you can be polite and respectful and invite that student to join a group.

TEACHER SAY:
I will call out a number.
I will say "2, 3 or 4."

Then, you will get into a group of that many students.
Let's practice counting 2 students.
Let's count 3 students.
Let's count 4 students.

 **STUDENTS DO:** Orally count each grouping with the teacher.

TEACHER DO: Once students are in the group they should look for a way they are all the same. Then, identify a way they are different. After allowing time for students to compare, call out another number and have them find a new group.

TEACHER DO: Repeat so students move into 4-5 different groupings of students.

4. TEACHER DO: After playing, record what students learned about their friends.

TEACHER SAY:
We learned about ways we were the same and ways we were different.
Can someone share something you learned about a classmate?

 **STUDENTS DO:** Orally share with the teacher similarities and differences they learned.

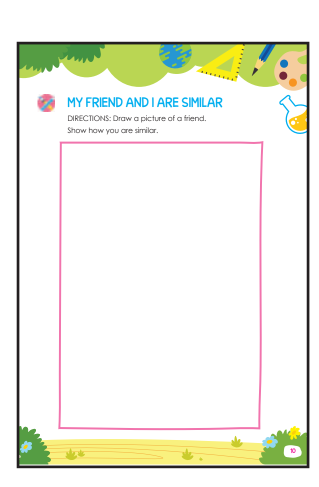
5. TEACHER DO: Next, have students sit with a **Shoulder Partner**. Ask the partners to share about themselves and identify one way they are the same and one way they are different.

TEACHER SAY:
We can compare ourselves to a friend.
Sit with your partner.
Take turns sharing about yourselves.
You can say "I have brown hair" "I like football" "I am 4 years old."
Can you find one way you are the same and one way you are different?

 **STUDENTS DO:** Sit and talk with a partner about themselves.

6. TEACHER DO: Finally, now that students have learned about their partner they will make a drawing to show a characteristic of their partner in their student book to demonstrate what they learned today. The characteristic they draw should show a way they are similar.

TEACHER SAY:
You can show what you learned about your friend.
How were you both similar?
Draw a picture of your friend in your student book.
Draw to show the way you and your friend are similar.
If you both like to eat apples, you can draw an apple with your friend.



 **READ ALOUD:** The directions say, "Draw a picture of a friend. Show how you are similar."

 **STUDENTS DO:** In their student book on page 10, My Friend and I Are Similar, draw a picture of their friend to show a similarity.

7. Closing: To end the lesson, have students sit with a new Shoulder Partner to share what they learned about a friend today.

TEACHER SAY:
Share your picture with a new partner.
Share what you learned.
Make sure you listen respectfully as your partner shares with you.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Introduce and describe themselves. • Use shapes and colors to create a model of the human body.	• Shape • Circle • Square • Triangle • Rectangle

MATERIALS

Student book   Crayons









Learn (90 mins)

Directions

1. Introduction: Ask students to begin the lesson by introducing themselves to a partner stating their name and 1 thing about themselves.

TEACHER SAY:
Find a partner.
Introduce yourself by stating your name and 1 thing about yourself.
First, shake your partners hand.
Then, I would say "My name is _______. I like playing ________."
Then I would listen to my friend talk to me.
Try to talk to 3 different friends.

2. Note to Teacher: Next, focus students again on how they can describe themselves. Have students turn back to their original self-portrait. Discuss what traits they can add now that they have spent time thinking about and describing themselves.

TEACHER SAY:
Look at your self-portrait.
Did you show your hair color and your eye color?
Did you show yourself in your favorite clothes?
What new details can we add to our picture?



STUDENTS: Observe and discuss their self-portrait, identifying what else they could have added to the picture.

3. TEACHER DO: Display a sample of each shape (square, triangle, rectangle and circle) for the class. Ask them to again, look at their picture and think about the shapes they used to draw just the face of their self-portrait.

TEACHER SAY:
What shape did you use for your eyes?
What shape did you use for your nose?

What shape did you use for your mouth?

TEACHER DO: Repeat for the different body parts. Ask students to raise their hands in response. If they did not use a shape to draw, make connections between shapes and body parts as a class.

TEACHER SAY:
My head looks like a circle.
What shape do your eyes look like?
Is your nose more like a rectangle or a triangle?

 **STUDENTS DO:** Individually identify shapes to make their face.

4. TEACHER DO: To help make a clear connection between their body parts and shapes, have students trace their hand in their student book. Demonstrate how to trace a hand if students for students before having them complete this activity.



TEACHER SAY:
What shape do you think your hand looks like the most?
Let's trace and observe.

 **READ ALOUD:** The directions say, "Trace your hand."

 **STUDENTS DO:** On page 11, My Hand Shape, in the student book, students will trace their hand. They can trace with a partner to make it easier.

TEACHER DO: Once they have traced, have them identify which shape their hand most closely resembles.

5. TEACHER DO: Model on the board in front of the class how you would draw a face using shapes. Ask students to help as you identify the shape you can draw for your different body parts. Name the shapes out loud as you use them.

TEACHER SAY: **Help me draw a picture of myself using shapes.**

6. Closing: To end the lesson review the picture you just drew and the shapes you used. Ask students to begin thinking about what shapes they will use to draw a new picture of themselves tomorrow.

TEACHER SAY: **Thank you for helping me use shapes to draw myself.**
Tomorrow you will have a turn!

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Review shapes and colors. • Use shapes and colors to create drawings of the human body.	• Circle • Square • Rectangle • Triangle • Museum • Portrait • Self-portrait

MATERIALS

Student book



Crayons



1-2 portraits (these could be portraits found in the school, a family portrait of yourself or a picture of a famous portrait).



Share (90 mins)

Directions

1. Introduction: Extend the conversation about shapes and body parts from yesterday to include more than just the face.

TEACHER SAY:
Let's think about how I could draw a full-body portrait of myself.
What shape could we use for my head?
What shape could we use for my neck?
What shape could we use for my arms?
What shape could we use for my body?
What shape could we use for my legs?
What shape could we use for my feet?

 **STUDENTS DO:** Share ideas for each question when called on to answer.

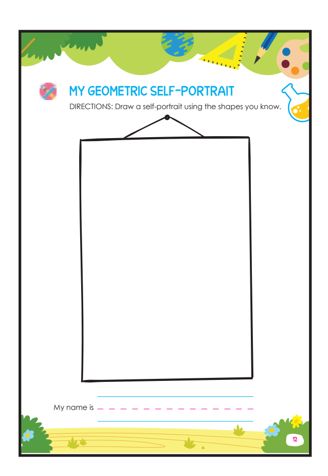
TEACHER SAY: **Now turn to your Shoulder Partner and talk about what colors you might use in a portrait of yourself. Use the words we have learned for the parts of our face. Think about your clothes, too.**

 **STUDENTS DO:** Match body parts and clothes to colors with a **Shoulder Partner**.

2. TEACHER DO: Introduce the students to the idea of a portrait. Show the students an example of a portrait. Provide portraits of famous people, using a current magazine or picture from the Internet.

TEACHER SAY:
What do you notice about this picture?
Sometimes we take funny pictures with our phones.
Sometimes we take more serious pictures called a portrait.

Some portraits show famous people and hang in museums. A museum is a place where art or other objects that are important to our history or culture are kept. How many of you have been to a museum? [Have students raise their hands] You're going to create your own self-portrait and we are going to hang them on our own wall of portraits.



3. TEACHER DO: Have students complete their geometric self-portrait on student book page 12, My Geometric Self-Portrait. Tell them to think about what colors they use.

TEACHER SAY:
Remember as you make your portrait to think about the shapes you will use.
Think about the colors you should use.

 **READ ALOUD:** The directions say, "Draw a self-portrait using the shapes that you know."

 **STUDENTS DO:** Draw and color a geometric self-portrait.

4. TEACHER DO: As students work, circulate around the room to prompt and assist students.

5. Closing: To end the lesson, have students name the shapes they used in their portrait for a Shoulder Partner.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Use basic shapes to draw pictures of their favorite things.	• Circle • Square • Triangle • Rectangle

MATERIALS



Student book



Crayons





Share (90 mins)

Directions

1. Introduction: Hold up examples of the shapes you have been using during the geometric self-portrait, or draw them on the board. Ask the students to name the shapes, answering in unison.

TEACHER SAY: **What shape is this? (Repeat for each shape.)**

2. TEACHER DO: Tell the students that today they will get to draw and color pictures to show their favorite things.

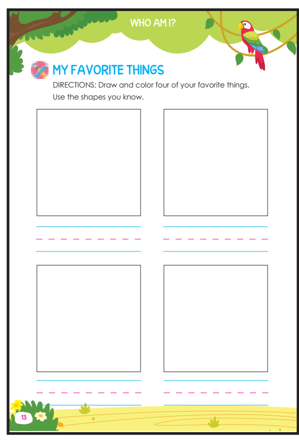
TEACHER SAY:
Playing futbol is one of my favorite things to do. What shape can I use to show this? (Possible answer: a circle for the futbol.)
Think about the things you like to do, or foods you like to eat.



READ ALOUD: The directions say, “Draw and color four of your favorite things. Use the shapes you know.”



STUDENTS DO: On page 13, My Favorite Things, draw and color pictures of your favorite things.



3. TEACHER DO: As students work, circulate around the room to prompt and assist students.



4. TEACHER DO: When students are finished drawing, have them share one item they drew with their **Shoulder Partner**. Then have them turn to the other should partner and share another item that they drew. In 2-3 full sentences, have them tell their second partner a story about when they used the item they drew.

5. TEACHER DO: Be sure the geometric self-portraits are arranged on the wall of the classroom like a portrait gallery before the start of class tomorrow.

6. Closing: To end the lesson review the picture you just drew and the shapes you used.

TEACHER SAY: **Great job using shapes to draw your favorite things. Tomorrow you will be able to share about yourself with your classmates.**

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Introduce themselves to a group of classmates. • Share geometric self-portraits and favorite things.	• Portrait gallery • Museum

MATERIALS

Student book



Student self-portraits hung up on the walls of the classroom like a museum gallery wall.



Share (90 mins)

Directions

1. Introduction: Point to the classroom portrait gallery wall in the classroom.

TEACHER SAY:
Today we are going to take a Gallery Walk. We are going to pretend that we are in a museum and are looking at the portrait of famous people.
Some of you are going to stand under your portrait with your student book.
Some of you will walk with me and stand in front of each student and their portrait.

2. TEACHER DO: Divide the students in half and send some to stand under their geometric self-portrait with their student book open to their My Favorite Things drawings.

TEACHER SAY: When we stand in front of you, please share your name, your portrait, and one of your favorite things.



STUDENTS DO: Half of the students stand under their portrait and share one favorite thing from their student book.

3. TEACHER DO: Line up the rest of the students in a single file line and have them follow you to the wall of portraits.

TEACHER SAY: When you are in a museum, you must respect the rights of others. Listen carefully to your classmates and thank them for sharing.



STUDENTS DO: Line up and keep hands to themselves and quietly and respectfully listen to their classmates as they pass by each student and their portrait.

TEACHER DO: After half of the class shares their geometric self-portrait and their favorite thing, switch and let the other half of the students stand below their portrait and share their favorite thing while the others pass by them.

4. Closing: Remind students that we are all different and our portraits are all different but we have some things in common. Ask students to name some things were different and some things that were similar about their portraits and the things they liked.

TEACHER SAY:

Thank you for sharing and listening today.
Think about what you heard.
How are you similar to your friends?
How are you different?
We are more the same than we are different!

KINDERGARTEN I

Multidisciplinary

Who Am I?

Chapter 2

Mommy's and Daddy's

Theme Overview

Mommy's and Daddy's

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover ways to answer the question: Who Am I? Students will analyze how baby and adult animals are similar and different.	4
Learn	Students will learn to identify basic shapes and use these to create images. The use of puppets will further students' understanding of the similarities and differences between humans and animals.	3
Share	Students will apply their understanding of shapes to create a self-portrait. Students will also illustrate other characteristics that make them unique. Students will share their pictures with others in the class.	4

Mommy's and Daddy's

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Negotiation. • Good listening.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Awareness of Roles.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:
- Describe characters using key details.
- Actively engage in group reading activities with purpose and understanding.

WRITING:
- Write his/her name.
- Describe familiar people, places, and things with modeling and support.
- Orally produce complete sentences in shared language activities.

SPEAKING AND LISTENING:
- Follow agreed upon rules for discussions.
- Describe people, places, things and events with relevant details and provide additional details with prompting and support.
- Express thoughts, feelings, and ideas clearly.

MATH:
- Count objects to tell how many there are.
- Count by ones from 0 to 5.
- Read and write numerals from 0 to 5.
- Understand the relationship between numbers and quantiles to five.
- Describe objects in the environment using names of shapes.
- Correctly name 2 dimensional shapes.

LIFE SCIENCE:
- Raise questions about the world around them.
- Seek answers to some of their questions by making careful observations, using 5 senses and trying things out.
- Observe, describe and compare the life stages of different humans and plants.
- Recognize that all living things have offspring, usually with two parents involves.
- Observe the different features of humans around them, but note they are more like other humans than animals.

ART:
- Create artwork from own imagination.

MUSIC:
- Distinguish between high and low pitch.

DRAMA:
- Identify the elements of puppetry.
- Distinguish between girl and boy puppets.
- Move puppets.
- Create a conversation between puppets to describe similarities and differences between animals and humans.
- Work with a classmate to identify the face, arms, and feet of the puppet.
- Introduce self-using puppet.

LIBRARY:
- Identify the librarian.
- Identify the location of the library.
- Explain the function of the library.
- Maintain the cleanliness of the library.

ECONOMICS AND APPLIED SCIENCE:
- Identify the concept of the family and relatives and its importance through pictures and games.
- Explain the importance of family and relatives.
- Show respect to older people and help younger people
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others.
- Describe personal rights and responsibilities as a member of the family and school.
- Cooperate with classmates in playing and activities.

SOCIAL STUDIES:
- Recognize importance of family and relatives.

RESPECT AND MAINTAIN ENVIRONMENT & SELF:
- Work with classmates to maintain the cleanliness of the classroom.

Ch 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Hear about the "Mommy's and Daddy's" project. • Illustrate and name the members of their family. • Identify members of their family. • Compare their family to a family in a storybook.
2	**DISCOVER: Students will:** • Describe how parents help in their family. • Describe their own role in the family, sibling roles, parents' roles.
3	**DISCOVER: Students will:** • Observe baby animals and match them to their parents. • Identify ways that they are the same and different from their parents. • Use counting strategies to create a graph, play a game and build knowledge about animals and offspring.
4	**DISCOVER: Students will:** • Visit and explore the function of a library in school. • Read nonfiction books in the library on a variety of animals. • Draw to show a picture of a baby animal and its mommy. • Compare the parent to a baby animal. • Draw to show a picture of themselves and their mommy (or another adult).
5	**LEARN: Students will:** • Compare themselves to a baby animal, identifying similarities and differences. • Act out movements of animals and describe how it is the same and different from how they move. • Describe changes in appearance and action through different stages of life: babies, children, adults, grandparents.
6	**LEARN: Students will:** • Build connections between life stages of humans, butterflies and plants. • Design a personal photo album to show their stages of growth over time.
7	**LEARN: Students will:** • Observe puppets as a class. • Create dialogue between puppets to compare and contrast between animals and humans.

LESSON	INSTRUCTIONAL FOCUS
8	**SHARE: Students will:** • Create 2 puppets to represent parent and offspring.
9	**SHARE: Students will:** • Create a baby puppet to illustrate understanding of the differences between adult animals and offspring. • Compare and contrast between adult humans and adult animals (mommy's and daddy's).
10	**SHARE: Students will:** • Use puppets to compare and contrast the roles of children and adults in a family.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Hear about the "Mommy's and Daddy's" project. • Illustrate and name the members of their family. • Identify members of their family. • Compare their family to a family in a storybook.	• Adult • Baby • Family • Same • Different

MATERIALS

Student book



Pencils



Crayons



Chart Paper



Storybook about a family



Discover (90 mins)

Directions

1. Introduction: Use the introduction to get students excited and prepare them for the chapter.

TEACHER SAY:
We are starting a chapter called "Mommy's and Daddy's."
What do you think we will learn about?

TEACHER DO: Take 3-4 responses.

TEACHER SAY: **We will be learning about families and how adults and babies are the same and different.**

2. TEACHER DO: Draw two squares on the board or chart paper.

TEACHER SAY: **What are these shapes? (Unison response: Squares)**
Are these the same or different? (same)
How are they the same? (same shape, same size, same color)

 STUDENTS DO: Respond to questions. Listen to peers.

3. TEACHER DO: Draw a triangle and a smaller circle on the board or chart paper.

TEACHER SAY:
What are these shapes? (Unison response as you point to each: triangle, circle)
Are these similar or different? (different)
How are they different? (different shape, different size)
Excellent! We will practice using the words same and different today.

 STUDENTS DO: Respond to questions. Listen to peers.

4. TEACHER DO: Model for students how you can draw and label the members of your family. On the board or chart paper, draw and label your family members.

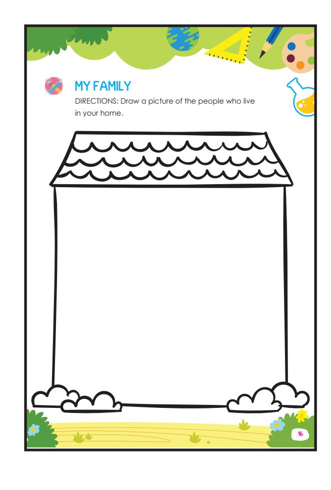
TEACHER SAY:
Let's start with our families.
I live with _____.
Watch as I draw and name who I live with in a drawing.

Note to Teacher: Call attention to and have students repeat the names mommy, daddy, brother, sister, and grandmother, grandfather. Leave these names on the board or chart paper for students to refer to when they complete their own drawing.

5. TEACHER DO: Pass out student books.

TEACHER SAY: **Remember, this student book will help us remember what we learn. When we are finished with the student book, we will share it with our families.**

6. TEACHER DO:
Pass out one student book per student. Make sure each student has a pencil and some crayons.



TEACHER SAY: **Open your student book to page 16 called My Family. You will use this page to draw a picture of yourself and your family using your pencil and crayons.**

Note to Teacher: This activity is an assessment opportunity for you to see which students can draw, write and follow directions.

 **READ ALOUD:** Draw a picture of the people who live in your home.

 **STUDENTS DO:** Draw picture of themselves and their family members.

7. TEACHER DO: Allow time for students to complete their pictures. Be sure to walk around to observe how well students are holding their pencil and crayons, assisting where needed.

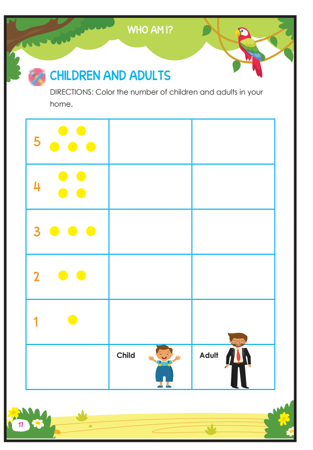
TEACHER SAY: **You should be proud of your drawing! Well done!**

Now, share your drawing with a partner, naming the people in your picture with the words we learned today "mommy, daddy, sister, etc."
Remember to listen carefully as your partner describes who they live with.
Thank them for sharing.

 **STUDENTS DO:** Students share their picture with a **Shoulder Partner**.

8. TEACHER DO: Transition to practice counting from one to five by asking students to close their student books until they are needed again.

TEACHER SAY: **Next, we will practice our counting from one to five.**
Repeat after me: "one [one], two [two], three… four… five."
Turn to your neighbor and count for them.
Pause. Now switch. Your partner will count for you.



 **STUDENTS DO:** Count along with teacher. Count with **Calling Sticks** partners.

9. TEACHER DO:
Model on the board or on chart paper how to color in a simple graph for students using the graphing example on page 17: Children and Adults. You can use the example of your own family.

TEACHER SAY: **One way we can show information about our families is by using a graph.**
On the bottom we see a picture of a child and an adult.
On the sides we see the numbers one to five. Count with me, starting at the bottom.
I have ___ children in my home.
Watch me color all the boxes up to the number for how many children are in my home. One, two, three…
I have ___ adults in my home.

Watch me color all the boxes up to the number for how many adults are in my home. One, two…

10. TEACHER DO: Transition to student practice by having students open their student books to page 16, Children and Adults.

TEACHER SAY:
Let's open our student book to the next page.
Find the picture of a child.
With your crayon, fill in the boxes to match the number of children in your home (including you).
Now find the picture of the adult.
With your crayon, fill in the boxes to match the number of adults in your home

11. TEACHER DO: As the students color, walk around the room, asking them to tell you how many children and adults are in their home.

Note to teacher: With this activity, students are being exposed to ways to communicate data. They are not expected to master graphing skills. If students have more than 5 adults or children in their home, modify your instructions or help individual students.

 **STUDENTS DO:** Color the appropriate number of children and adults in the home.

12. TEACHER SAY: Let's think more about children and adults. How are children different from adults?

STUDENTS DO: Respond with original ideas. Responses will vary. Some may say: children go to school/ adults go to work, children are small/adults are bigger, children need someone to care for them/adults can take care of you.

TEACHER SAY: How are children and adults similar?

 **STUDENTS DO:** Respond with original ideas. Responses will vary. Some may say: we both eat food, we both like to play games, we both sing, we both have the same color eyes.

13. TEACHER SAY: Next, let's read a story about a family. Listen carefully as I read aloud. Think about how the family in the story is the same as your family.

14. TEACHER DO: Read aloud a storybook about a family of your choice.

Note to Teacher: The book you choose can be about human or animal families. It's important that students understand that there's no one kind of family and that no matter who is in their family, all families are special.

TEACHER SAY:
How is the family in the story like your family? How is it different?
Remember, a family is a group of people who love and help each other.
Not all families look the same, but each one is special.

15. TEACHER DO: Use **Calling Sticks** to select four students to share their thoughts. You may modify the number of students called upon, depending on the time you have left in class.

16. Closing: The closing is used daily to finish the day and reflect on learning.

TEACHER SAY: We learned a lot about our families today. Let's review one thing we learned. Hold up the number of fingers that shows how many adults live with you at home. Tell your Shoulder Partner how many fingers you are holding up.

 **STUDENTS DO:** Respond to teacher directions. Listen to peers.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Describe how parents help in their family. • Describe their own role in the family, sibling roles, parents' roles.	• Role • Responsibilities

MATERIALS

Student book



Pencils



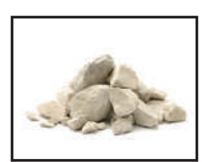
Crayons



Chart Paper



Collection of rocks





Discover (90 mins)

Directions

1. Introduction: Remind students of what they learned the day before about families.

TEACHER SAY: We discovered some interesting things about our families.
Who can name some of the people who may live in our home? (answer: mommy, daddy, brother, sister, grandparent)

TEACHER DO: Take 3-4 responses.

2. TEACHER DO: Movement helps students remember at this age. Use a combination of movement and simple sentences to help students both visualize shapes and illustrate the members of a family. Have students chant and imitate your movements. Feel free to modify to emphasize both shapes and family members.

TEACHER SAY:
We are going to act out a story about our families and our home.
I will model it for you first.
Here are the windows (draw a square in the air)
Here is the door (draw a rectangle in the air)
Come on in, (wave someone inside)
And I'll show you more...
I live with __________ (say the titles of the people who live with you for example, mommy, daddy)
Now, let's try it together.
Here are the windows (draw a square in the air)
Here is the door (draw a rectangle in the air)
Come on in, (wave someone inside)
And I'll show you more...
I live with __________



STUDENTS DO: Participate in the activity. Say the words and mimic the actions.

TEACHER SAY:
Who can come up in front and share?
Everyone say the chant and do the motions.
Then quietly listen to who our classmate lives with.

Note to Teacher: Repeat several times so that many students have a chance to share who they live with.

 **STUDENTS DO:** Repeat chant and mimic hand motions.

3. TEACHER DO: Transition to talking about the tasks that people in a family do to help out at home by asking the students to stand up if they have a task at home.

TEACHER SAY:
Do you have a task at home? Describe the task you have at home. [accept responses]
Nice work everyone! Everyone in our family has to work together. We all have important tasks or roles. Stand up if you have a task to do at home.

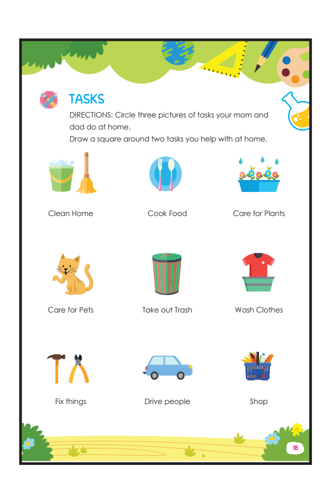
 **STUDENTS DO:** Stand if they have a task at home.

4. TEACHER DO: Discuss the different roles and responsibilities that people may have in a family.

TEACHER SAY: **Families must work together and help each other. In my family, I usually_____ (example: cook dinner)**
Here's a little song we can sing about tasks at home.
(tune: Round the Mulberry Bush)
This is a job we do at home
Do at home
Do at home
This is a task we do at home
My family and me.

 **STUDENTS DO:** Repeat song (chant) several times.

Note to Teacher: A fun way to repeat several times is to have a little competition- one side of the room against the other side, boys vs. girls, only people with white socks etc. You can sing to any tune that is familiar to students.



5. TEACHER DO: Review tasks that may be done at home by directing students to open student books to page. 18, Tasks . Point to each picture, and tell students what each picture represents.

TEACHER SAY:
Open your student book to page 18: Tasks.

 **READ ALOUD:** Circle three pictures of tasks your mommy and daddy do at home.

 **STUDENTS DO:** Circle pictures of tasks their mommy and daddy do at home.

 **READ ALOUD:** Now, draw a square around two tasks you help with at home.

 **STUDENTS DO:** Draw a square around two tasks you help with at home. Then, share with a **Shoulder Partner** which tasks they drew a square around.

6. TEACHER DO: Transition to taking a quick schoolyard hike by asking students to close their student books until they are needed again. Take the students on a quick schoolyard hike to collect some rocks. (Alternatively, students can collect rocks at home and bring them in.) Review school rules and procedures for walking in hallways and outside. The number of rocks collected by each student depends on how many "people" they want in their rock family.

TEACHER SAY: **We are going to take a quick walk outside. I want you to find some rocks. You will use the rocks to make a pretend rock family.**
Line up quietly. Remember our school rules when we walk in the hallways so we don't disturb others.

Note to Teacher: The next part of the lesson can be done outside and the rocks can be left behind, or you can take the rocks back to the classroom. When finished, you can have the students put all the rocks in a box to be taken back outside later. If art materials are available, another option is to let students decorate their rocks and take them home.



STUDENTS DO: Student follow established rules and procedures to go on a schoolyard hike.

TEACHER DO: After students have gathered their rocks, ask students to organize the rocks on the ground or table by their title. (Ex. Mommy, daddy, sister, brother)

TEACHER SAY:
Organize your rocks in front of you by their title. You should include mommy, daddy, brother, sister, etc.



STUDENTS DO: Organize their rocks in front of them by their title including, mommy, daddy, brother, sister etc.

7. TEACHER DO: In small groups, students will make up a story about their family and tell it to others in the group. Students should say who is in their make-believe family, what task they do, their favorite family celebration, their family's favorite dinner, the family's favorite place to go on vacation, favorite customs and traditions etc.

TEACHER SAY:
You will make up a story about your rock family.
Tell who is in your make-believe rock family.
Tell what tasks they do.
Tell about a favorite family tradition or custom.
Tell about your rock family's favorite dinner.
Tell about your rock family's favorite place to go on vacation.
Take turns telling your story to others in your group.



STUDENTS DO: Share stories with group members. Listen respectfully to peers.

TEACHER DO: Circulate around the groups prompting students as needed and listening to their conversations.

8. Closing: Close by asking students about their different conversations. Students thank their partners for working with them.

TEACHER SAY:
- **How many of you discovered that someone in your group does the same job as you?**
- **Does the same person in every family do the same tasks at home?**
- **As we end, turn to your group. Thank them for the work they did with you today.**



STUDENTS DO: Discuss with group. Thank group members.

Lesson 3 Overview

LEARNING OUTCOMES

Students will:
- Observe baby animals and match them to their parents.
- Identify ways that they are the same and different from their parents.
- Use counting strategies to create a graph, play a game and build knowledge about animals and offspring.

KEY VOCABULARY

- Baby
- Adult
- Same
- Different
- Offspring

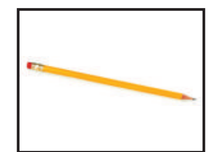
LESSON PREPARATION FOR THE TEACHER

Replicate student book page 20 Animal Grid Game, or create your own number spinner with 1, 2, 3, 4, and 5 labeled large enough for the students to see in your class to see.

MATERIALS

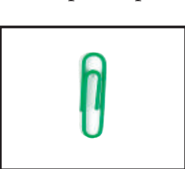
Student book  Pencils  Crayons Chart Paper Paper clips













Discover (90 mins)

Directions

1. Introduction: Remind students of what they learned the day before about families.

TEACHER SAY: We have learned that it takes everyone in a family to work together and help each other.
What are some tasks your family does?

TEACHER DO: Use **Calling Sticks** to choose students to answer. Possible answers: feed a pet, pick up dirty clothes, wash dishes, cook food, clean clothes, clean home.

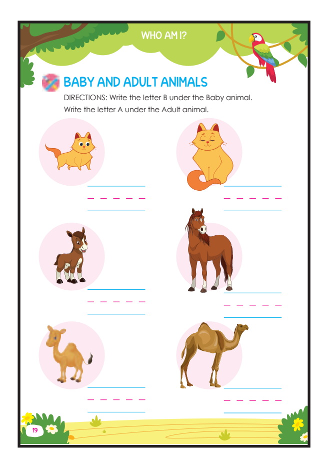
2. TEACHER DO: Discuss some ways that children and adults are different and some ways they are the same. Using **Calling Sticks**, ask 3-4 students to describe some similarities and differences.

TEACHER SAY:
What were some ways that children are the same as adults? (possible answers: may have same hair or eye color, can speak, can move hands and feet, eat food)
What were some ways that they are different? (possible answers: smaller than adult, may have different hair or eye color, adult usually stronger than child)

Children and adults are the same in some ways and also have differences. Let's now look at some pictures of baby animals and their parents. We will look for ways animals are the same and ways animals are different.

 **STUDENTS DO:** Respond with ideas. Listen respectfully to peers.

3. TEACHER DO: Transition to practicing writing letters and identifying baby and adult animals by opening student books to page 19 Baby Animals and Adult Animals.



Note to Teacher: This activity includes writing letters. You may wish to coordinate with the Arabic or English teacher to ensure that this skill is appropriate at this time of year for your students.

TEACHER SAY: Let's open our student book to page 19 Baby Animals and Adult Animals. Let's make sure we know the words for "baby" and "adult."
I will write the word "baby" on the board.
I will write the word "adult" on the board.
Look at the letters in each word. Let's say the letters in each word.
Together, let's practice writing our letters.

 **STUDENTS DO:** Say the words baby and adult. Read the letters along with teacher.

TEACHER SAY:
Look at the first set of pictures.
Do you know what animal this is? (Kitten, Cat)
Point to which one you think is the baby. (kitten)
Why do you think that?
(possible answers may be: it's smaller than the adult, it doesn't have the same color as the adult, it has different markings)

 **STUDENTS DO:** Offer responses, providing evidence for their thinking.

 **READ ALOUD:** Write the letter ___ [first letter of the word "baby"] under the Baby animal.
Look back at the letters in the word "baby." What is the first letter?
Let's put the letter ___ on the line below the picture of a baby cat or kitten.
Look back at the letters in the word "adult." What is the first letter?
Let's put the letter ___ [first letter of the word "adult"] on the line for the adult cat.
Now you can do the rest on your own.

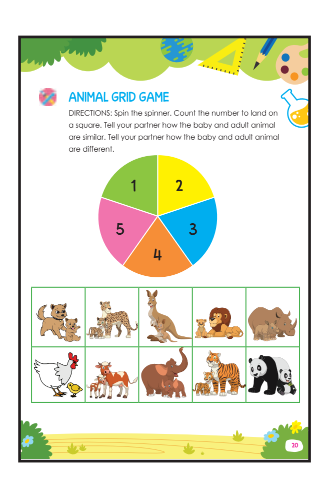
 **STUDENTS DO:** Write the letter ___ under the pictures of baby animals and the letter ___ under the adult animals.

TEACHER DO: Walk around the room and check for correct formation of letters and accuracy. Ask students why they put the letters where they did in order to catch any misconceptions.

4. TEACHER SAY: Great Job! Scientists call baby animals offspring. Adults are called parents. We will practice the word offspring as we continue to learn about adults and babies. Let's all say the word together: offspring.

 **STUDENTS DO:** Repeat the word offspring.

5. Note to teacher: Next, students will play a grid game. A grid game is where children roll a game die or use a counting spinner to identify the numeral (or number of dots) and count out that number of objects. When students "land" on the identified amount, they are to name the animal or object. This game allows students to practice one-to-one correspondence and counting as well as practice using content-based vocabulary. Because this is the first time playing the game, you will "spin" the counting spinner. It is shown on the student book page 20 Animal Grid Game. Create a replica of the number spinner on large paper or just hold up the student book. You will place a paper clip on the center of the spinner and hold it down using a pencil or pen point. You will then "spin" the paper clip, letting students know what number the paper clip landed on. After you model this several times, students may be able to replicate the spinning on their own.



TEACHER DO: Divide class into partners and instruct students to open to student page 20: Animal Grid Game. Tell students that this is a new game where they will practice counting and identifying baby and adult animals.

TEACHER SAY: Let's play a game! We will practice counting one to five. We will practice telling what is the same and what is different about the animal babies and adults. Open your student book to page 20, Animal Grid Game. Do you see the colored circle and the two rows of animals? (wait for students to indicate agreement)

 **READ ALOUD:** Spin the spinner. Count the number to land on a square. Tell your partner how the baby and adult animal are similar. Tell your partner how the baby and adult animal are different.

6. TEACHER DO: Show students the 10 squares with the pictures of baby and adult animals. They may start counting on either row – partners can take turns counting across. You will spin the spinner. Ask students what number is shown. Count together with the students using the top row of animals. Direct students to discuss the similarities and differences between the adults and babies shown.

TEACHER SAY: I have turned my colored circle into a spinner! I have a paper clip and a pencil –I will spin the paper clip. Let's see where it lands. (spin and then wait for the clip to land on a number between 1 and 5).
It landed on _____. Can you all say _____? (pause for students to repeat).
Let's count starting on the first row.
Put your finger on the first square, and lets count. 1, 2, ... (pause for students to repeat. Now – stop. Look at the animals shown.
There is one baby and one adult. Turn to your partner. One person should tell how the animals are SIMILAR and one person should tell how the animals are DIFFERENT.



STUDENTS DO: Count along with the teacher. Identify the correct square with animal pictures. Talk with partners about similarities and differences in the animals shown.

TEACHER DO: Repeat several times. Change to the bottom row. Make sure students are identifying similarities and differences. If you feel like your students could manage the spinning on their own, feel free to pass out pencils and paper clips and allow them to play in partners.

7. Closing: Close by asking students what are some ways that baby animals are the same and different from their parents. Have students thank their partners for working with them.

TEACHER SAY: What are some ways babies are the same as their parents?
What are some ways babies are different from their parents? How do you know?



STUDENTS DO: Offer responses. Include reasoning for answers.
As we end, turn to your partner. Thank them for the work they did with you today.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Visit and explore the function of a library in school. • Read nonfiction books in the library on a variety of animals. • Draw to show a picture of a baby animal and its mommy. • Compare the parent to a baby animal. • Draw to show a picture of themselves and their mommy (or another adult).	• Library • Librarian	Arrange with the librarian a time for your class to visit the library. Have the librarian gather a number of age-appropriate books about animals, especially books that show baby and adult animals. Note: If you are unable to go to the library, you may model the behaviors in your classroom.

MATERIALS

Student book	Pencils	Crayons	Chart Paper	Library books
				



Discover (90 mins)

Directions

1. Introduction: Use the beginning of class to remind students of previous learning. Ask students to describe the similarities and differences between adults and babies – including humans and animals.

TEACHER SAY: Who can tell me one thing that's the same for you and an adult in your home? [Take 3-4 answers]. Who can tell me one thing that's different for you and an adult in your home? [Take 3-4 answers].
You may have some questions about baby animals and their parents. Today we are going to visit our library to find some answers to your questions.

Note to Teacher: This lesson includes a trip to the library. If you don't have a library at your school, you can hang pictures of mommy and baby animals around the room for this lesson.

TEACHER SAY: Who has been to a library before?
What do you think a library is used for? (store books, use computers to find information, read newspapers)
Who is the person who cares for the library? (librarian)

 **STUDENTS DO:** Offer responses. Include reasoning for answers.

2. TEACHER DO: Before leaving to visit the library, review rules and procedures for walking as a class through the hallways. Once you arrive in the library, introduce the librarian. Have the librarian introduce the purpose of the library. Have the librarian provide a brief tour if possible, showing students major areas such as the bookshelves, computer area (if available) places to read etc. If possible, have the librarian pre-select some nonfiction books on a variety of animals.

Note to teacher: Students will need their student books and crayons/pencils in the library.



STUDENTS DO: Follow rules and procedures for walking to library.

TEACHER SAY: **We are going to use the books the librarian has selected for us to help us answer some questions about baby and adult animals. Whisper to your Shoulder Partner a question you have about baby and adult animals. Let your partner whisper a question to you.**



STUDENTS DO: Whisper questions to each other.

TEACHER DO: Give students time to select and look through the books.

3. TEACHER DO: Transition to recording information about what the students have researched by having them open their student books to page 21, Mommy and Me. They will draw pictures of a baby and adult animal they researched. Students will also draw pictures of themselves and their parent/important adult.

TEACHER SAY: **Open your student book to page 21, Mommy and Me.**



READ ALOUD: In the top box, draw a picture of a baby animal and their mommy that you researched. In the bottom box, draw a picture of you and your mommy (or daddy).

Note to Teacher: Be especially sensitive to students who may not have a mommy for any reason. Encourage them to draw any adult in their home.



STUDENTS DO: Draw pictures of a baby animal and its mommy and a picture of themselves and their mommy.

4. TEACHER DO: As students draw, walk around and ask students to tell you how they are the same and different from the baby animals and their moms.

TEACHER SAY:
You looked at pictures of baby animals and adult animals.
You drew a baby animal with an adult.
You drew a picture of yourself with an adult.
What do you notice about babies and adults?



STUDENTS DO: Offer responses. Provide reasoning for answers.

5. Closing: Close by asking students to thank the librarian for his/her help.

TEACHER SAY: **The library is a wonderful place to find new books that can help you answer questions or take you on a make-believe journey far away.**
As we end, thank the librarian for their help today.
Thank you for helping us learn!



STUDENTS DO: Thank the librarian and respectfully gather to leave and return to the classroom/leave to the next class.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Compare themselves to a baby animal, identifying similarities and differences. • Act out movements of animals and describe how it is the same and different from how they move. • Describe changes in appearance and action through different stages of life: babies, children, adults, grandparents.	• Adult • Baby • Child • Grandparent • Same • Different • Stages of life

MATERIALS

Student book	Pencils	Crayons	Chart Paper
			

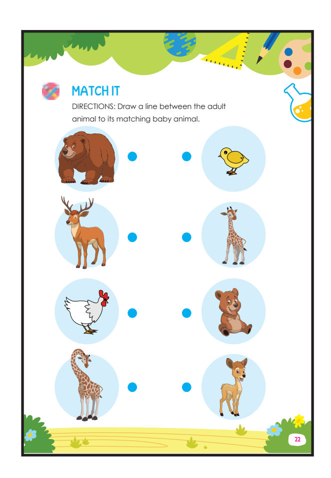


Learn (90 mins)

Directions

1. Introduction: Remind students of what they learned previously. Ask the students to recall the title of the person who cares for the library.

TEACHER SAY: **Who can tell me title of the person who cares for our library? (answer Librarian)**



2. TEACHER DO: Using an extra student book, cut out the 8 pictures on page 22 Match It, in the student book and use them for a quick review. Alternatively, you may wish to create large replicas of the animal images shown. Tape the pictures to the board or chart paper in a random order. Ask one student to come to the board and find the pair that match. Have them show them to the class and explain why. Repeat for three more students.

TEACHER SAY: **Who can come up here and match the correct baby and adult animals? When you make your match, you need to explain your thinking in a complete sentence. (Select 4 students)**



STUDENTS DO: Use complete sentences and share ideas with the class. Other students listen respectfully.

TEACHER DO: After the students show their matches, model thanking them for their participation.

TEACHER SAY: **Thank you for helping us remember how to look for things that are the same and different.**

3. TEACHER DO: Transition to practice time by having students open their student books. Everyone can practice making matches in their student book on page 22 Match It. Model for students how to draw a line from the dot next to one box to the dot next to the matching box.

TEACHER SAY: You can practice making matches in your student book. Open to page 22 Match It.



READ ALOUD: Draw a line from the adult animal to its matching baby animal.
Watch me.
Now it's your turn.



STUDENTS DO: Match adult and baby animals.

TEACHER DO: Give students time to make their matches as you circulate around the room to check for accuracy.

TEACHER SAY: Great job! Turn to your Shoulder Partner to check your work. Do you have the same matches?

4. TEACHER DO: Next, the students will imitate different animals.

TEACHER SAY:
Now, one partner will show the other how a monkey moves.
How is that the same as the way you move? (both use legs)
Now switch.
Your partner will show you how a cat moves.
How is that different from how you move? (cats use 4 legs and we use two)



STUDENTS DO: Imitate a monkey and a cat looking for similarities and difference.

TEACHER DO: Divide the class into groups by table and pick one student to be the leader. The leader will name an animal and everyone else in the group must act like that animal. The leader then picks the next person. Repeat several times.

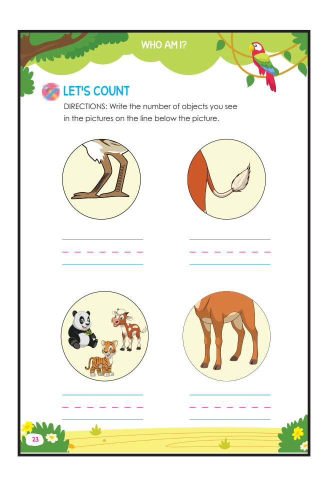
TEACHER SAY: Everyone will now play a game called Imagine That.
I'm going to divide you into groups. I will pick a leader.
When I say "GO," the leader will call out the name of an animal.
Everyone in your group will Imagine That you are the animal named, and move like that animal.
When I say "STOP," the leader will choose another person to be the next leader.
The new leader will call out another animal to imitate.



STUDENTS DO: Imitate various animals looking for similarities and difference.

TEACHER DO: Use **Calling Sticks** to choose 3-4 students to answer the following questions.

TEACHER SAY: What are some ways we are like other animals? Explain your answer in a complete sentence. (we make sounds, we move, we have legs, we have hair, we have mommy's and daddy's, we have eyes, we can smell, we eat)
What are some ways we are different from animals? Explain your answer in a complete sentence. (we don't have tails, we can solve big problems, we can talk and write, we walk on two legs, our brain is bigger)





STUDENTS DO: Respond and provide reasoning for answers. Possible answers are shown.

5. TEACHER DO: Have students practice counting objects in pictures on student book page 23, Title: Let's Count.

TEACHER SAY: Let's look at some pictures of animals and practice our counting. Open to page 23 in your student book, Let's Count. Write the number of objects you see in the pictures on the line below the picture.



READ ALOUD: Write the number of objects you see in the pictures on the line below the picture.



STUDENTS DO: Count objects and write numbers.

TEACHER DO: Circulate around the room and check for accuracy.

6. TEACHER DO: Engage students in thinking about the changes that take place as animals and humans grow and develop.

TEACHER SAY: **Do animals stay the same as they grow? (No, they get bigger, their hair color may change, they may lose their spots)**
Do YOU stay the same as you grow? (No, we get bigger, get wrinkles, hair turns grey or fall out, we may move slower)

 **STUDENTS DO:** Provide responses.

TEACHER SAY:
Animals and humans change as we grow and develop.
Adults and babies look different.
Adults and babies act differently.
Adults and babies change over time.
Let's think more about how we change by playing a game called Stop & Go. When I say "go," do whatever I have just instructed. When I say "stop," stop, and wait for the next instruction.

 **STUDENTS DO:** Follow teacher instructions as the activity continues below.

The first stage of life: Babies.
When I say GO, I want everyone to act like a baby. GO! [Wait 5 seconds]. STOP!
The second stage of life: Children.
When I say GO, I want everyone to act like a child! GO! [Wait 5 seconds]. STOP!
The next stage of life: Parents.
When I say GO, I want everyone to act like a parent! GO! [Wait 5 seconds]. STOP!
The last stage of life: Grandparents.
When I say GO, I want everyone to act like a grandparent! GO! [Wait 5 seconds]. STOP!

TEACHER SAY:
That was fun!
We all learn at different rates and that makes each of us very special.
Everyone changes as they grow, but everyone doesn't do it at the same time.
What did you notice about the changes that take place in our life cycle?

 **STUDENTS DO:** Provide responses. Prompt students to reflect on changes in action and appearance.

We all learn things differently too. Some children learn to walk at 9-10 months old. Some learn to walk at 13-14 months. Everyone is different and that's ok!

Note to teacher: If time allows, you may wish to include the opportunity for students to model different motor skills. This activity is optional.

Can you hop? Skip? Jump? Gallop like a horse?
Show you partner.
If you cannot, find a partner who can.
Ask them to help show you how to do it!

 **STUDENTS DO:** Role play various life stages and demonstrate different motor skills.

TEACHER DO: Allow time for students to practice and help each other.

7. Closing: Close by reviewing what students learned today. Connect the life stages activity to animals.

TEACHER SAY:
Today we thought about different stages of life.
Humans have different stages of life.
So do animals! Think about ways that animals change in appearance over time. Think about ways animals act differently over time.

Tomorrow, we are going to continue thinking about stages of life.
Please bring in three pictures of yourself at different ages tomorrow.
One might be a baby picture.
The next might be one a year or two older.
The last picture might be one of you now, or last year.
We will be making photo albums tomorrow that will show how much you have changed as you grow up!

Note to teacher: If students do not have photos of themselves, you may allow them to draw pictures, or you may provide pictures cut from magazines of children at different stages of life.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Build connections between life stages of humans, butterflies and plants.
- Design a personal photo album to show their stages of growth over time.

KEY VOCABULARY

- Life stage
- Life cycle

MATERIALS

Student book



Pencils



Crayons



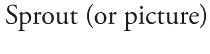
Chart Paper



Bell



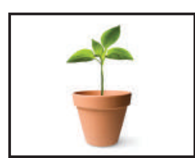
Glue (or tape)



Seed (or picture)



Sprout (or picture)



Plant with flower (or picture)





Learn (90 mins)

Directions

1. Introduction: Remind students of what they have already learned.

TEACHER SAY:
We have learned that we don't all grow at the same time.
We have learned that our body changes as we grow.
Let's learn about how one animal grows and changes by looking at four different pictures. This is a special animal because the changes are big!

2. TEACHER SAY: Open your student book to page 24: Growing and Changing. These pictures show life stages of a butterfly.



READ ALOUD: Number the life stages of the butterfly.

TEACHER SAY: Did you know a butterfly comes from an egg?
Let's all say "egg."
Write the number one on the line below it.
The next picture is a caterpillar.
Let's all say "caterpillar."
Write the number two on the line.
The next picture is a cocoon.
Let's all say "cocoon."
Write the number 3 on the line.
The last picture is a butterfly! Did you know a caterpillar turns into a butterfly?
Let's all say "butterfly."

Write the number 4 on the line.

 STUDENTS DO: Practice saying the different stages with the teacher. Practice writing numbers in order from 1-4.

TEACHER SAY: **Let's Imagine That we are going through the life stages of a butterfly.
Everyone curl up into a ball. Pretend you are an egg.
When I ring the bell, you are going to change. The next stage is a caterpillar. (Ring bell)
Everyone wriggle on the floor like a caterpillar.
When I ring the bell, you are going to change. The next stage is a cocoon. (Ring bell)
Everyone pretend you are a cocoon.
Pretend you are asleep wrapped in a comfortable, warm blanket.
When I ring the bell, you are going to change. The last stage is a butterfly (Ring bell)
Everyone pretend you are pushing out of the cocoon.
You are a beautiful butterfly!
Fly around!
Now, color the last picture of your beautiful butterfly in your student book.**

 STUDENTS DO: Follow teacher directions. Participate in the activity: pretend to go through the life cycle of a butterfly. Color the picture of a butterfly.

TEACHER DO: Allow time for students to color the butterfly picture. Have students take out the pictures of themselves they brought from home.

3. TEACHER DO: Instruct students to get back to seats and take out the pictures they brought in of themselves.

Note to teacher: If students were unable to bring in photos, they may wish to use drawings or example pictures you provide from magazines or the internet. You may also choose to do this activity as a class if multiple students were unable to bring in photos or pictures.

TEACHER SAY: **Please take out the pictures of yourself at different ages. These are your life stages.
Hold up the picture that shows you as a baby.
Glue (or tape) that picture in the first box on the bottom of page 24
Hold up the picture that shows you a little bigger than a baby.
Glue(or tape) that picture in the next box on the bottom of page 24
Write the number 2 on the line below it.
Hold up the picture that is closest to your age now.
Glue (or tape) that picture in the last box on the bottom of page 24
Write the number 3 on the line below it.
Share your pictures with your Shoulder Partner.
Look for ways your partner has changed. Thank your partner for sharing their pictures.**

 STUDENTS DO: Create a personal photo album using pictures from their childhood.

4. TEACHER DO: Transition from life stages of butterflies and humans to that of plants. Using actual objects, if possible, (or pictures) show the students a seed, a sprouting plant, and a flowering plant. Write the words on the board: SEED, SPROUT, PLANT/FLOWER.

TEACHER SAY: **We learned about the life cycle of a butterfly. We explored the life stages of humans.
Plants also have a life cycle. Does anyone already know about the different life stages of plants? (wait for responses)
A plant starts as a SEED. Look at the word SEED. Say the word SEED. What shape is this seed?**

 STUDENTS DO: Repeat the word seed, offer ideas about the shape of the seed: (possible answer: circle, oval).

TEACHER SAY: The next stage is called a sprout. Look at the word SPROUT. Say the word SPROUT. This is when the plant grows from a seed and pushes up through the dirt. It usually has only a couple of leaves.



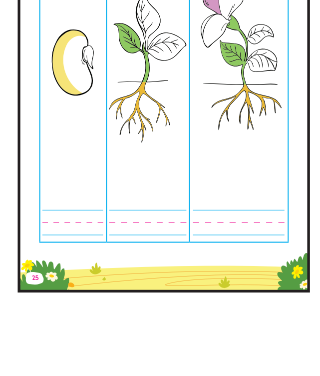
STUDENTS DO: Repeat the word sprout.

TEACHER SAY: The next stage is the adult plant with a flower. The flower will make seeds. Look at the word PLANT and FLOWER. Say the words PLANT and FLOWER.



STUDENTS DO: Repeat the word plant, flower.

5. TEACHER DO: Instruct students to turn to the next page in the student book.





TEACHER SAY: Open your student book to page 25: Plants.



READ ALOUD: Color the rest of the picture.
Number the life stage of a plant.
In the first box, draw the rest of the picture to show a seed.
What shape is the seed? (circle or oval)
Put the number one on the line below the box.
In the next box, draw the rest of the picture to show a sprout.
Put the number two on the line below the box.
In the next box, draw the rest of the picture to show a flower.
Put the number three on the line below the box.
Color your flower.



STUDENTS DO: Draw the stages of a plant, number the stages and color the flower.

6. Closing: Close by asking students how things grow. Have students thank their partners for working with them.

TEACHER SAY:
Do all things grow the same way? Explain your thinking.

STUDENTS DO: Offer ideas and explain answers. Possible responses include: no, some start as an egg or a seed, some look completely different like a caterpillar and a butterfly, some look like their parent etc.

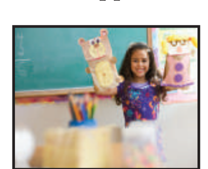
TEACHER SAY: As we end, turn to your partner. Thank them for the work they did with you today.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Observe puppets as a class. • Create dialogue between puppets to compare and contrast between animals and humans.	• Same • Different • Puppet

MATERIALS



Student book	Pencils	Crayons	Chart Paper	Puppets
				



Learn (90 mins)

Directions

1. Introduction: Remind students of what they learned. Use a thumbs up strategy to check for understanding. Students hold up their thumb pointing upwards if they agree with a statement and put their thumb facing downward if they disagree with the statement.

TEACHER SAY:
Let's think about the ways we discovered animals and humans are the same and different.
When I say a statement, hold your thumb facing upwards (model for students) if you agree with that statement.
For example, If I say, "Only animals have a tail," hold up your thumb facing upwards. (model for students)
If you don't agree with the statement, put your thumbs facing downward. (model for students)
For example, If I say, "All animals can write their name," put your thumb facing downward. (model for students)
Let's try it!
Animals and humans have four legs. (thumbs down)
Animals and humans have a tail. (thumbs down)
Animals and humans have two eyes. (thumbs up)
Only humans can solve big problems (thumbs up)

STUDENTS DO: Use finger cues to respond to statements to demonstrate their understanding of similarities and difference of animals and humans.

TEACHER SAY: **Great job! There are many ways we are the same and different.**

2. TEACHER DO: Have puppets available for groups of students to interact with. Begin a discussion of puppets by modeling one for students. Hold a boy and girl puppet up in front of the class. You will be using the voice of the puppets to emphasize high and low pitch. You may want to exaggerate the differences between high and low pitch with the puppet voice.

Note to Teacher: If puppets are unavailable, you may improvise by drawing a figure of a boy and a girl on paper, or using recycled materials to create a puppet form.

TEACHER SAY: **Who can tell me what these objects are? (answer-puppets)**

Raise your hand if you have ever seen a puppet show.
This is the puppet's face. (point to puppet face) Point to your face.
These are the puppet's arms. (point to puppet arms) Point to your arms.
These are the puppet's feet. (point to puppet feet) Point to your feet.
When I move my hand, I can make the puppet move. (model for students)
If I want to make my puppets talk to each other, I change the way my voice sounds.
If I have a boy puppet, I make my voice go low like this... (model for students)
If I have a girl puppet, I make my voice go a little higher like this... (model for students)
Turn to your Shoulder Partner and say, "Hello, my name is___," in a low voice.
Turn to your Shoulder Partner and say, "Hello, my name is___ ," in a high voice.
Now, give your Shoulder Partner a turn.



STUDENTS DO: Identify the face, arms and feet of a puppet and locate their own face, arms, and feet. Practice using different voices.

3. TEACHER DO: Pass out puppets to the students. Remind students to use appropriate behavior when handling puppets and to share them accordingly. Gently encourage your more shy students that the puppet talks for them.

TEACHER SAY: **You will take turns making the puppet move and speak. Remember to use different voices.**
Start by introducing yourself by saying, "Hello my name is_____."



STUDENTS DO: Practice using puppets to introduce themselves and practice different voices.

4. TEACHER DO: Circulate around the room and listen to the conversations. Encourage students. Check for understanding. Allow enough time for everyone to have a chance to talk with a puppet.

5. TEACHER DO: Instruct students to think about how humans and animals are similar and different. They will be using the puppets to "teach each other" about the similarities and differences.

TEACHER SAY: **We have learned a lot about humans and animals. Use your puppets to teach your partners (group members) about the ways that humans and animals are the same and ways that we are different.**
Start by telling your partner about how humans and animals are the same.
Take turns.
Then tell your partner how humans and animals are different.



STUDENTS DO: Practice using puppets to compare and contrast between humans and animals.

6. Closing: Close by asking students how they liked using puppets today. Have students thank their partners for working with them.

TEACHER SAY:
How did you like using puppets today? (allow several students to respond)
Tomorrow, you will get to make your own puppet.
As we end, turn to your Shoulder Partner.
Thank them for the work they did with you today.

Lesson 8 Overview

LEARNING OUTCOMES

Students will:
- Create 2 puppets to represent parent and offspring.

KEY VOCABULARY

- Parent
- Offspring
- Adult
- Child

MATERIALS

Student book



Pencils



Crayons



Chart Paper



Tape

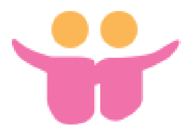


Art supplies (if available)



Scissors (if available)





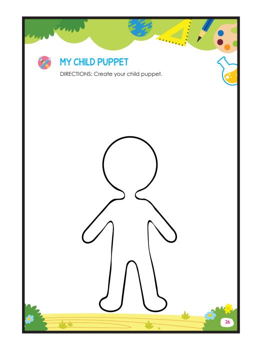
Share (90 mins)

Directions

1. Introduction: Remind students of what they learned yesterday.

TEACHER SAY: **Yesterday, we used puppets to help us talk about how animals and humans are the same and different.**
We moved our hands to make the puppet move. We used different voices.
Today you will make your own puppet.

2. TEACHER DO: Place any available art supplies where students can self-select them. Review class rules and procedures for using different art materials. Students will use the figures on pages 26 and 27: My Child Puppet and My Adult Puppet to make their puppet. If scissors are available, students may practice cutting skills. If not, students may simply attach the figure on page 26 to their pencil.



Note to teacher: If you prefer, you may have students create the puppets outside of the student book, using recycled materials as available.

TEACHER SAY:
Turn to page 26, Title: My Child Puppet in your student book (Hold up the page for the students).



READ ALOUD: Create your child puppet.
You will use this outline to make your own puppet.
Remember, your puppet needs a face.
Tape your puppet to your pencil like this when you are done. (Model for students)

Note to teacher: Direct students to whatever art supplies are available, or they may simply use crayons You will have some time to make your puppet.

 **STUDENT DO:** Students make a puppet of a child.

TEACHER DO: Circulate around the room as the students work.

3. TEACHER SAY:
Next, you will make another puppet using page 27: My Adult Puppet.



READ ALOUD: Create your adult puppet.
Remember, your puppet needs a face.
Remember to tape your puppet to your pencil like this when you are done.
Create a puppet of an adult.
You will have some time to make your puppet.

 **STUDENT DO:** Students make a puppet of an adult.

TEACHER DO: Circulate around the room as the students work. Encourage students to reflect on the similarities and differences between adults and their offspring.

4. Next, students will use their puppets to create a conversation about how the child and adult are the same and different.

TEACHER SAY: **Next, you will use the puppets to have a conversation about how children are different from adults. Pretend that your adult puppet is telling the child puppet how they are the same and how they are different. Remember to change your voice for each puppet.**

 **STUDENT DO:** Students use their puppets make up a conversation where the adult tells the child how they are the same and different. When finished, students clean up the classroom.

5. Closing: Close by asking students if their puppets looks the same? Why or why not? Have students thank their partners for working with them.

TEACHER SAY:
Do your child puppets look the same as the adult puppets? Why or Why not?

STUDENTS DO: Offer responses and reasoning. Possible answers: same hair color, same eye color, two eyes, two ears, two legs, two arms; different sizes, different hair color, different color eyes, more muscles in adult.

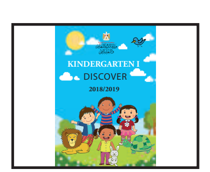
TEACHER SAY: **Thank you for your hard work today. Tomorrow you will get to share your puppets. You may want to practice your voices.**

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Create a baby puppet to illustrate understanding of the differences between adult animals and offspring. • Compare and contrast between adult humans and adult animals (mommy's and daddy's).	• Same • Different • Adult • Child	Prior to the start of class, hang pictures of various adult animals around the room. Use adult animals with obvious differences such as kangaroo, dog, fish, elephant.

MATERIALS

Student book



Pencils



Crayons



Chart Paper



Bell

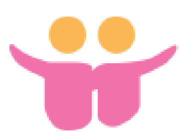


Tape



Popsicle sticks (if not available, student can use their pencil)





Share (90 mins)

Directions



1. Introduction: Remind students of that they practiced good listening and respect for each other as they shared their puppets. As you near the end of the chapter, remind students of the chapter focus – Mommy's and Daddy's.

TEACHER SAY: **I'm proud of the hard work you did yesterday. I'm glad to see that we were respectful and listened carefully to our classmates as they shared their puppets. We used our puppets to think about moms, dads and families.**
Look around the room. You will see pictures of different adult animals hanging up. These are the animals mommy's and daddy's.
Today you will make a baby animal puppet that matches one of the adult animals you see. You can be creative! Use color and details in your design.
Open your student book to page 28: My Baby Animal Puppet.



READ ALOUD: Create your baby animal puppet.
Choose an animal that you like. Think about what the baby animal looks like. Design your baby animal puppet.



STUDENTS DO: Make a baby animal puppet that matches one of the adult pictures hanging around the room.

TEACHER DO: Walk around the room as the students work and encourage students to look for things that are the same and different from their baby to the adult. Ask how many legs should it

have? Are the colors the same? Assist students who may need help attaching their puppet to their popsicle stick or pencil.

2. TEACHER DO: Transition to sharing their puppets by getting their attention with a ring of a bell. Use **Calling Sticks** to select students to share their puppets and see if other can guess which adult it matches.

TEACHER SAY: Your puppets look great! I wonder if we can guess which adult it matches? When I call your name, share your puppet. Who can guess which adult it matches? Why do you think that? What is the same about it? What is different? (correct misconceptions if needed)

TEACHER DO: Repeat this with 3 other students, then have students share their baby animal puppets with their tables, having the table guess which adult animal each puppet matches.

3. Closing: Close by reviewing the day with students by reflecting on the theme and the chapter: Mommy's and Daddy's.

TEACHER SAY: Think about mommy's and daddy's. What similarities or differences do you notice between adult mommy's and daddy's and animal parents? Talk with your shoulder partners and be ready to share with the class.



STUDENTS DO: Share ideas and thoughts with partners. Share with the class when called on.

TEACHER SAY: As we end, turn to your partner, then to your table mates. Thank them for the work they did with you today.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Use puppets to compare and contrast the roles of children and adults in a family.	• Same • Different • Child • Adult

MATERIALS

Student book













Directions

1. Introduction: Have students place their two puppets from yesterday in front of them. Divide students into manageable groups such as one row. Have the students sit in a circle on the floor to share their puppets.

TEACHER SAY: Yesterday you made two amazing puppets. You made a puppet of a child. Hold it up!
You also made a puppet of an adult. Hold it up!
Today you will hear each other's puppets talk about how children and adults are the same and different.
Get with your Shoulder Partner. Take turns introducing your puppets.
Listen to your partner.
Remember – take turns, introduce your puppet and listen.



STUDENTS DO: Take turns introducing the puppets. Practice speaking and listening.

2. TEACHER DO: After students have practiced introducing the puppets, ask them to use the puppets to explain the differences between children and adults.

TEACHER SAY: Take turns using your puppets to tell how children and adults are the same and different. Remember to respect each other and listen carefully. Say thank you when the person finishes.



STUDENTS DO: Use puppets to talk about how children and adults are the same and different.

3. TEACHER DO: Students will use the puppets to reflect on what they learned about the roles each person plays in a family.

TEACHER SAY: Next, use your child puppets, and talk about the tasks you do at home to help your family.

 **STUDENTS DO:** Continue the puppet conversation using only the child puppets.

TEACHER SAY: Now use your adult puppets, and talk about the tasks your parents do at home to help your family. You can decide whether your puppet is a father or a mother in the family.

 **STUDENTS DO:** Continue the puppet conversation using only the adult puppets.

TEACHER SAY: Now, put down your puppets and talk to your Shoulder Partner. How are the tasks of children and adults different at home? How are they the same? Give specific examples.

 **STUDENTS DO:** Compare and contrast the roles of children and adults in a family. Give specific examples.

4. Closing: Close by asking students how using the puppets helped them learn.

TEACHER SAY:
How did using the puppets help you learn? How did it help you work together with other students in this class?

 **STUDENTS DO:** Reflect on learning and working with others in the classroom.

TEACHER SAY: This is the end of this chapter. We have learned a lot about Mommy's and Daddy's. Think about what you learned about adults and babies.
Thank your partners in the class for helping you learn!

KINDERGARTEN I

Multidisciplinary

Who Am I?

Chapter 3

My School

Theme Overview

My School

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	In Discover students will explore their own classroom and areas of the school. They will use their senses to observe. Students will share their observations with classmates to expand their understanding.	3
Learn	In Learn, students will apply counting skills and shape knowledge to help understand their school and classroom. Students will learn about the purposes of different areas in the school and the adults who work in the school building.	4
Share	In Share, students will collaborate to create a school model. Students will accurately place the locations in the room and school based on their understanding of spatial relations. Students will work together to improve their design and present to the class.	3

Life Skills Addressed

My School

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. **Negotiation:** • Good listening
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Awareness of Roles
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:
- Use frequently occurring nouns and verbs.
- Form plural nouns orally.
- Understand and use question words.
- Sort common objects into categories.

WRITING:
- Use drawings, dictating and writing to narrate events and a reaction to what happened.
- Describe familiar people, places, and things with modeling and support.

SPEAKING AND LISTENING:
- Follow agreed upon rules for discussions.
- Describe people, places, things and events with relevant details and provide additional detail with prompting and support.
- Express thoughts, feelings and ideas clearly.
- Orally produce complete sentences when appropriate to task and situation.
- Orally produce complete sentences in shared activities.

MATH:
- Count objects to tell how many there are.
- Count by ones from 0 to 10.
- Read and write numerals from 0 to 10.
- Understand the relationship between numbers and quantities to five.
- Represent a number (0-10) by producing a set of objects or pictures.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Understand the concepts of greater than, less than, and equal to with up to 5 objects.
- Compare two numbers between 1 and 10 presented as objects, drawings, etc.
- Classify objects into given categories (for example length, weight, size, color) and sort categories by count.
- Describe objects in the environment using names of shapes.
- Correctly name 2-dimensional shapes (triangle, circle, rectangle, square).

LIFE SCIENCE:
- Describe space and time relations such as up, down, behind, in front.
- Develop the abilities to apply the design process.
- Raise questions about the world around them.
- Seek answers to some of their questions by making careful observations, using 5 senses, and trying things out.

SOCIAL STUDIES:
- Work with classmates to solve problems.
- Describe rights and responsibilities of being a participating member of a family and school.
- Express belongingness to homeland and culture of society in a variety of ways.

COOPERATION AND MUTUAL RESPECT:
- Cooperate with classmates in playing and activities.
- Show respect to older people and help younger people.
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others (e.g., please, thank you, if I may).

VOCATIONAL FIELDS:
- Identify various industrial tasks and tools in images and pictures.
- Identify the relationship between industrial professionals and the tools they use.
- Describe an industrial profession they prefer.

ART:

- Use simple art materials to create a scene from the surrounding environment.
- Decorate classroom with artworks they create.
- Identify the names of the colors in the surrounding environment.

MUSIC:

- Sing the national anthem and theme-related songs. with others.
- Participate in group singing.
- Respect the performance of others in singing.

MEDIA:

- Identify the location of the library.
- Explain the function of the library.

Ch 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Take a tour of the school and identify different locations. • Describe the locations as near, far, in front of, behind their own classroom. • Describe shapes they see around the school.
2	**DISCOVER: Students will:** • Observe items and areas of their classroom. • Count objects in the classroom up to five. • Draw a set of objects and write a number to represent how many. • Use location vocabulary to describe the position of objects in the classroom.
3	**DISCOVER: Students will:** • Make observations outside of the classroom using the senses of sight, hearing and touch. • Complete an observational drawing of the outdoor space near the classroom. • Illustrate using basic shapes and texture rubbings.
4	**LEARN: Students will:** • Use shapes to illustrate objects in the classroom. • Classify and sort objects by shape, color and other attributes. • Count sets of circles, squares, rectangles and triangles in their classroom.
5	**LEARN: Students will:** • Identify and describe various locations in the school and express a preference for a location. • Illustrate the library and activities that take place in the library. • Count objects in a picture of a classroom.
6	**LEARN: Students will:** • Identify workers in the school who help the community. • Analyze the role of adults in the school, how they perform tasks and what tools are needed while at school. • Imagine and illustrate what tasks students might like to have in the future.
7	**LEARN: Students will:** • Reflect on learning by identifying favorite activities so far in the Who Am I theme. • Use reflections to create original song lyrics set to a familiar tune. • Collaborate to sing songs about favorite learning activities at school. • Listen respectfully to others.

LESSON	INSTRUCTIONAL FOCUS
8	SHARE: **Students will:** • Illustrate a model of the classroom, correctly drawing the location of items in the room.
9	SHARE: **Students will:** • Illustrate a location in the school. • Collaborate with group members to correctly place locations around the classroom.
10	SHARE: **Students will:** • Present school models and describe a favorite location in the school to a group of peers.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Take a tour of the school and identify different locations. • Describe the locations as near, far, from their own classroom. • Describe shapes they see around the school.	• Near • Far • Circle • Triangle • Shape • Square • Rectangle

MATERIALS

Student book



Pencils



Crayons



Location Chart



Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the chapter.

TEACHER SAY:
So far this year, we have been learning about ourselves, our families, our community and our mommy's and daddy's.
Now, we are going to learn about a very special place, your school!
Turn and talk to a Shoulder Partner about your favorite part of school

 **STUDENTS DO:** Turn to a **Shoulder Partner** to share what they like about school.

TEACHER DO: Use **Calling Sticks** to choose three to four students to answer before continuing.

TEACHER SAY:
You will be learning about your classroom and your school.

2. TEACHER DO: Activate students' prior knowledge by providing time for students to share places or things they expect to see in the school.

TEACHER SAY:
Today we will take a tour of our school and talk about the places we can see.
You have been at this school for a few weeks now.
What places do you think we will see?

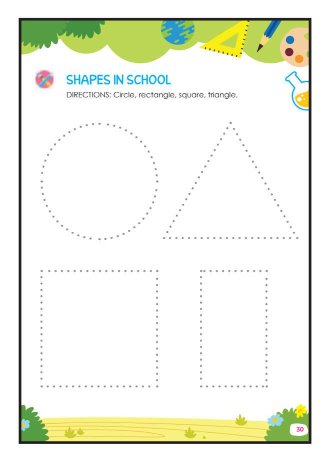
TEACHER DO: Use **Calling Sticks** to take five to six responses to the question.

 **STUDENTS DO:** Share responses.

3. TEACHER DO: Before going on a tour, discuss with students appropriate behaviors for walking in the school building.

TEACHER SAY:
Remember that we will be respectful of others while we walk in the school.
We will walk quietly.
We will use slow, walking feet.
We will raise our hand to share an idea.

TEACHER DO: Pass out student books and a pencil to each child.



TEACHER SAY:
As we walk through the school we will look for PLACES we can see.
We will also look for SHAPES around our school.
You will carry your notebook and you will notice SHAPES.
Open to page 30: Shapes In School
Let's name the shapes we see on the page.

 **READ ALOUD:** Circle, triangle, square, rectangle.

 **STUDENTS DO:** Repeat the shape names.

Note to Teacher: This should be review for students from the previous chapter in Math. For this activity, students are using the pictures of shapes to help connect to things they see as they walk through the school.

4. TEACHER DO: As you walk through the halls, stop and identify shapes as a class (doorways as rectangles, windows as squares). Also, stop and identify the names of places you pass (office, hallway, classrooms, bathroom, library). Take opportunities to stop and allow students to draw what they see in the shape boxes in their student book.

TEACHER SAY [when appropriate on the school tour]:
Can you name a place you see?
What shape is the ________?
Draw something you see that is a circle in the circle on page 30.
Draw something you see that is a rectangle in the rectangle on the page 30.
Draw something you see that is a triangle in the triangle on the page 30.
Draw something you see that is a square in the square on the page 30.

 **STUDENTS DO:** Students will use pencil to draw an item that looks like a shape during the school tour. Students will bring their student book on the tour.

5. TEACHER DO: Bring students back to the room to share what they noticed and what shapes they saw.

TEACHER SAY:
Thank you for walking nicely through the building.
You can share what you saw on our tour.
Use the names of shapes as you talk to your partners.

 **STUDENTS DO:** Share with a **Shoulder Partner** places they saw around the school.

TEACHER SAY:
We saw many places.
Some places were near our room. That means it was close.
Some places were far from our room. That means it took longer to walk to.
Who can name a place they saw in the school?
Who can name a place NEAR our classroom?
Who can name a place FAR from our classroom?
Who can tell me a SHAPE you saw NEAR our classroom?
Who can tell me a SHAPE you saw FAR from our classroom?

TEACHER DO: After students share each answer with a **Shoulder Partner**, use **Calling Sticks** or take responses from raised hands to share with the whole class.

STUDENTS DO: Share answers with partners. Respond to questions if called on by the teacher.

6. Closing: Review the work you did today. Lead students in a reflective discussion of near and far locations.

TEACHER SAY:
Today we discovered many places in our school. What do you remember seeing today? Tell your Shoulder Partner a place that was near our room and a place that was far.

TEACHER DO: Allow students a moment to share their observations with their partner.



STUDENTS DO: Share answers with partners.

TEACHER SAY:
What places do you think we might explore tomorrow? Let me use my Calling Sticks to choose someone to answer.

TEACHER DO: Use **Calling Sticks** to select four students to share their thoughts on what they will learn tomorrow. You may modify the number of students called upon, depending on the time you have left in class

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Observe items and areas of their classroom. • Count objects in the classroom up to five. • Draw a set of objects and write a number to represent how many. • Use location vocabulary to describe the position of objects in the classroom.	• Color • Near • Far • Up • Down • In front • Behind

MATERIALS

Student book



Pencils





Crayons





Discover (90 mins)

Directions

1. Introduction: Use the beginning of class to review what was learned the previous day and to excite students about today's lesson.

**TEACHER SAY: Think about what you saw around our school yesterday.
Today we will observe what we can find in our own classroom.**

TEACHER DO: Identify an object in the classroom that you can have students guess while playing a game called "I See, Very Clearly." Select an object that all students can see. This activity is designed for students to use their sense of sight to make observations and then connect this to the vocabulary related to directions (near, far, etc.).

TEACHER SAY:
**Let's play "I See, Very Clearly" to start looking around our room.
I will tell you something "I See, Very Clearly" and you will try to guess what I see.
I See, Very Clearly something _________ (name a color you see).**

 **STUDENTS DO:** Look around the room and try to guess objects that match the color.

TEACHER DO: Provide more clues using shapes and the words "near" and "far" as needed for students to guess the correct object. Repeat this game with color 4-5 times.

2. TEACHER DO: Put students into groups of 4-5 or use table groups and allow them to play "I See, Very Clearly" using color words.

TEACHER SAY:
**Now you have a turn to play the game.
In your group, take turns finding something in the room.**

Tell your group the color of that item and say "I See, Very Clearly something____"
Each group member gets a chance to guess.
Look for things in the room such as books, posters, furniture.

STUDENTS DO: Take turns and play "I See, Very Clearly" with color words in a small group.

TEACHER DO: Walk around the room while students play, supporting their color identification and turn taking. If a group finishes, allow members to have a second turn. Make sure all students have had a turn before stopping the game.

3. TEACHER DO: Bring the class back together and introduce a new way to play the game, using a number to tell how many of something you see. This activity combines observation senses and counting skills. Look for a set of objects in the room (consider a group of books, a group of seats, a group of posters on the wall). Use the number of objects as the clue you give students.

TEACHER SAY:
I can count groups of objects I can see in the classroom.
Let's practice counting to five together.
Let's count to five on our fingers.
Point to each finger as you count.



STUDENTS DO: Count to five on their fingers, saying each number name out loud.

TEACHER SAY:
Now let's play I See, Very Clearly again.
This time I will tell you HOW MANY of something I See, Very Clearly.
I See, Very Clearly a group of ______ things.



STUDENTS DO: Count objects around the room and raise hands to guess the objects.

TEACHER DO: Give students time to look around the room and count. Students are trying to find a group of objects that is the same as what you saw.

Note to Teacher: Use your best judgment regarding the skill level of your students. You may want to start with a very obvious answer, and use gestures to help give students a hint. If this activity proves difficult, you can count groups of objects together as a class and decide if its what you saw.

TEACHER DO: Repeat the game "I See, Very Clearly" as a whole class 2-3 times, practicing counting as a class.

4. TEACHER DO: Continue counting practice using other objects in the classroom. Class practice is designed to support students in identifying objects in the classroom for the next student book activity.



TEACHER SAY:
Great job working together to count objects.
We are going to keep on counting objects in our room.
I see pencils in the room.
Let's count 4 pencils together.
I see books in the room.
Let's count 3 books together.

TEACHER DO: Hold up objects and count as a class. Say one number for each item you hold it up to the class. Count examples for 1, 2, 3, 4 and 5 objects. Write the numbers on the board for each example.



STUDENTS DO: Count along as a class.

5. TEACHER DO: Pass out student books and crayons and have students turn to page 31.

TEACHER SAY:
We just counted objects in our classroom.
Now it is your turn to think about objects you can see in the classroom.
On page 31: Objects In My Room, draw a group of that object.


READ ALOUD: Think about something you can see in the classroom. You can draw 1, 2, 3, 4 or 5 of that object.

TEACHER SAY: **For example, I can draw 3 pencils.**

TEACHER DO: Model drawing 3 pencils.


STUDENTS DO: Draw a group of objects that can be seen in the room.


READ ALOUD: (When students are done) Count how many you drew and circle that number.

TEACHER DO: Model how you can count the number of pencils you drew to find the number 3. This is emphasizing the skill of one-to-one correspondence. Circle the number 3 on the page or on a list of 5 numbers under your drawing on the board.


STUDENTS DO: Count number of objects drawn and circle that number below the picture.

6. TEACHER DO: After students finish drawing their group of objects, put students into groups of 3-4 students. Have students take turns counting to tell "How many" each student in the group drew.

TEACHER SAY:
Count how many objects people in your group drew.
When groups are finished counting, we can share a few as a class.


STUDENTS DO: Count the number of objects they drew with partners or groups.

TEACHER DO: After groups share, use **Calling Sticks**, to have 4- 5 students share what and how many objects they drew from the room.

7. TEACHER DO: Transition from counting to identifying objects using location vocabulary. This will help students practice using this language.

TEACHER SAY: **Yesterday we learned the words near and far.**
When I say NEAR, call out something in the room that is near you. NEAR!
When I say FAR, call out something in the room that is far from you. FAR!


STUDENTS DO: Call out in response to teacher.

TEACHER SAY: **Let's practice some new words that can tell us where things are. Stand up and put your hands on your head. I am going to give you a direction, then you follow by direction repeat the last word I say.**

- **When I say UP, put your hands up above your head. UP.**
- **When I say DOWN, put your hands down below your head. DOWN.**
- **When I say, IN FRONT, put your hands in front of your head. IN FRONT.**
- **When I say, BEHIND, put your hands behind your head. BEHIND.**


STUDENTS DO: Move in response to teacher prompts and repeat the words out loud.

TEACHER SAY: **I wonder, what can we say is UP in our classroom?**
Turn to a Shoulder Partner and share.
What can we say is DOWN?
Turn to a Shoulder Partner and share.


STUDENTS DO: Share ideas with a **Shoulder Partner**.

8. Closing: Review the skills you practiced today while examining the classroom.

TEACHER SAY:

**We practiced observing colors in our classroom.
We practiced counting objects in our classroom.
We learned how to describe where things are in our classroom.
Tomorrow we will observe outside of our classroom.**

Lesson 3 Overview

LEARNING OUTCOMES

Students will:
- Make observations outside of the classroom using the senses of sight, hearing and touch.
- Complete an observational drawing of the outdoor space near the classroom.
- Illustrate using basic shapes and texture rubbings.

KEY VOCABULARY

- Senses
- Texture
- Observe

MATERIALS

Student book



Pencils



Crayons



Talking Stick



Discover (90 mins)

Directions

1. Introduction: Review what was observed yesterday and start to predict what students will observe today.

TEACHER SAY:
Yesterday we observed in our classroom.
What did we see?
Today we will observe outside of our classroom.
What do you think we will see?

TEACHER DO: Allow students to share their predictions with a **Shoulder Partner**.



STUDENTS DO: Share ideas with a partner.

2. Note to Teacher: Before going outside, make sure to select an area where your children can all sit on the ground and have space to write. If you cannot take the class outside, allow students to observe in groups from the window. Students will need to bring student books and writing utensils outside.

TEACHER SAY:
When we go outside today we are going to be respectful observers.
We are going to follow directions.
We are going to use our senses to observe.
First, we are going to use our eyes to see what is around us. Follow me.

TEACHER DO: Hold your hands to your eyes to mimic binoculars.



STUDENTS DO: Mimic teacher.

TEACHER SAY:
We are going to use our ears to hear what is around us.

TEACHER DO: Hold your hands to cup your ears.

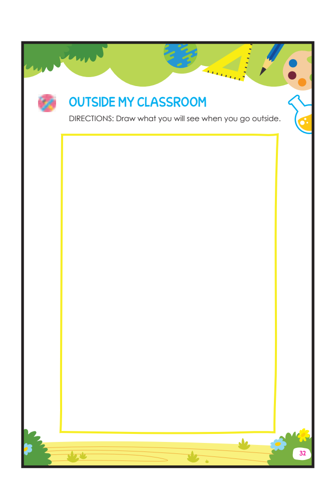
 **STUDENTS DO:** Mimic teacher.

TEACHER SAY:
We are going to keep our mouths quiet so we can work hard.

TEACHER DO: Hold up one finger in front of your mouth, or make a sign that means "quiet."

 **STUDENTS DO:** Mimic teacher.

TEACHER SAY: We are going to listen and look quietly so all our classmates can be observers too.



3. TEACHER DO: Pass out student books, pencils and crayons.

Introduce students to page 32: Outside My Classroom.

TEACHER SAY:
When you go outside you will draw what you see.
We can use shapes to help us draw just as we did for our self portraits, our favorite things and objects in our classroom.
Think about how shapes can help you draw what you see outside.
If I see a plant, I can use a rectangle to help me draw the stem.
What other shapes could help me draw the leaves?

TEACHER DO: Allow time for students to quietly think about what they will see and shapes that they can use.

 **STUDENTS DO:** Individually think, then share ideas with a **Shoulder Partner**.

4. TEACHER DO: Take students to an outdoor area near the classroom. Students should take their pencil and student book (and crayons if possible) with them.
  a. Have each student find a spot to sit.
  b. Before beginning to draw, ask several students to share what they can see outside.

TEACHER SAY:
What can we see near our classroom?

TEACHER DO: Call on five to six students to share what they can see outside.

 **STUDENTS DO:** Share observations.

TEACHER SAY:
We will now take time to draw what we see.
Remember to use shapes to help you draw.
If you forget your shapes, you can look back on page 30.
We will work on our own then stop and share.

 **STUDENTS DO:** Draw what they can see outside.

TEACHER DO: Observe students drawing. Prompt with questions such as: What can you see? What shape are you using to help you draw? What shape is that____? What colors can you use to help you draw?

TEACHER DO: After 10 minutes, have students sit in groups of 4-5 students to share their drawings. Groups can use a **Talking Stick** to help identify the person who is sharing and facilitate turn talking.

5. TEACHER DO: Next, you will have students use their sense of hearing to continue observing. Stand where all students can see and hear you.

TEACHER SAY:
Now let's use our ears to hear sounds outside.
Let's quietly listen.
Put your hands to your ears.

TEACHER DO: Allow a minute of quiet listening.

TEACHER SAY:
What do you hear?
Turn to a Shoulder Partner and share what you can hear.



STUDENTS DO: After individual listening time, share ideas with a **Shoulder Partner**.

6. TEACHER DO: Next, you will have students use their sense of touch to continue observing.

TEACHER SAY:
We can also use our sense of touch to observe.
We can use our hands to touch.
Things can feel hard, soft, bumpy, smooth, hot, cold.
Think of some other words we can use to describe touch.
What do you think we can TOUCH while we are outside?



STUDENTS DO: Think independently about what they can safely touch outside. Think of other words to describe texture and how things feel.

TEACHER SAY:
Remember, we only want to gently touch things we see.
We are not moving things from where they are.

TEACHER DO: Have three to four students share something they can touch.

Note to Teacher: If needed, suggest items to safely touch such as tree bark, leaves, sand/dirt, grass, rocks.



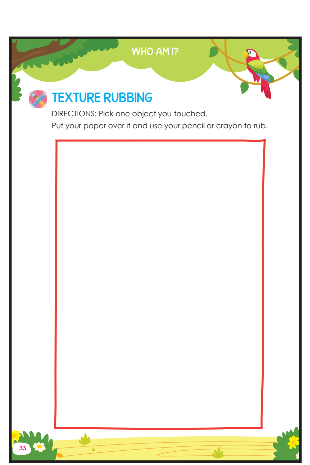
STUDENTS DO: Touch various items outside.

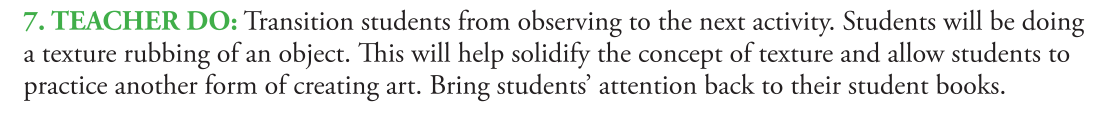
TEACHER DO: Walk around the area with students, suggesting items they can touch.

TEACHER SAY:
How do these things feel? Quietly describe the object to your Shoulder Partner.
Do you feel something hard? Soft? Bumpy? Smooth?



STUDENTS DO: Describe how objects feel with partners.





7. TEACHER DO: Transition students from observing to the next activity. Students will be doing a texture rubbing of an object. This will help solidify the concept of texture and allow students to practice another form of creating art. Bring students' attention back to their student books.

TEACHER SAY:
Turn to page 33: Texture Rubbing.
The way something feels is called texture.
We just touched things and described their texture.
Let's all say the word TEXTURE together.



READ ALOUD: Pick one object you touched. Put your paper over it and use your pencil or crayon to rub. This can help you SEE the texture you felt.

TEACHER DO: Model how to do a texture rubbing with tree bark or a leaf. Put the paper over the object. Using your pencil laid as flat as possible or a crayon on its side, color on the paper, pressing lightly onto the item. You will be able to see texture on the page. Emphasize that you are coloring on top of the object, but not pushing down hard enough to break through the paper.

 **STUDENTS DO:** Make a texture rubbing in their student book.

8. TEACHER DO: Next, transition students back to the classroom. Make sure students collect all supplies they brought outside.

Back in the classroom, sit students in groups of four to five students or in table groups. Use a **Talking Stick** to facilitate turn taking in the group discussion.

TEACHER SAY:
Share in your groups what you observed while outside. Remember, we observe with our senses – you used the senses of sight, hearing and touch.
What did you see? What did you hear? What did you feel?

 **STUDENTS DO:** Take turns sharing with other students.

9. TEACHER DO: Keep students in their small groups as you transition to counting practice.

TEACHER SAY:
We all saw objects outside. Some of us observed the same things. Some of us observed different things.
We can count to learn how many students saw the same thing.
Raise your hand if you observed a tree.
Count how many in your group have their hand raised.
How did you observe the tree? Point to the body part or parts you used.

 **STUDENTS DO:** Count members of the group who observed a tree. Those with raised hands then point to their eyes, hands, and/or ears to show how they observed the tree.

TEACHER SAY:
Great job counting.
Raise your hand if you observed a rock.
Count how many in your group have their hand raised.
How did you observe the rock? Point to the body part or parts you used.

 **STUDENTS DO:** Count members of their group who observed a rock. Those with raised hands then point to their eyes, hands, and/or ears to show how they observed the rock.

TEACHER DO: Repeat for three to four more thing students could have observed in the environment.

10. Closing: End the day by reflecting on what students observed. After reflection, thank students for their respectful behavior outside and sharing in groups.

TEACHER SAY:
Today we made observations outside.
We used our senses of sight, hearing and touch.
We drew what we saw.
We shared what we heard.
We made a texture rubbing of what we touched.
Thank you for being respectful students outside.
Make sure you thank your group members for sharing ideas and counting with you. Tomorrow we will begin learning about our classroom and our school.

Lesson 4 Overview

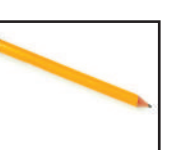
LEARNING OUTCOMES	KEY VOCABULARY	
Students will: • Use shapes to illustrate objects in the classroom. • Classify and sort objects by shape, color and other attributes. • Count sets of circles, squares, rectangles and triangles in their classroom.	• Shape • Circle • Square • Triangle • Rectangle • Near	• Far • Up • Down • Question • Classify

MATERIALS

Student book



Pencils



Crayons



Shape Chart Page





Discover (90 mins)

Directions

1. Introduction: Review shapes with students to prepare for the work of today's lesson.

TEACHER SAY:
We know our four shapes.
Repeat them with me.
Circle, triangle, rectangle, square.

 STUDENTS DO: Repeat shape names with teacher.

TEACHER SAY:
We have observed shapes around our school.
We used shapes to draw pictures outside.
Today we will count and sort shapes we see in our room.
We can go on a shape hunt in our room!

TEACHER DO: **Lead students on a walk around the room. If not possible, you can have students stand in their spot or in groups in multiple locations and turn to look around the room.**

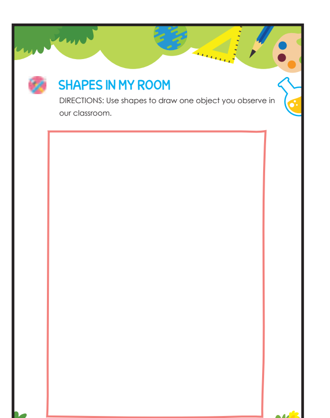
TEACHER SAY:
Let's make a circle with our hands.
What can you see that looks like a circle?

 STUDENT DO: Look around the room and raise hand to respond.

TEACHER DO: Call on two to three volunteers. Then repeat the process for each shape: triangle, square, rectangle.

Note to Teacher: If students cannot locate a shape, you can point out an object, such as a poster, and ask "What shape does this look like?." If students need more support give options such as "Is this poster shaped like a rectangle or a circle?"

2. TEACHER DO: Students will now use shapes to create a drawing of an object in the classroom. Pass out student books, pencils and crayons to students.



TEACHER SAY:
We can draw what we see.
Turn to page 34: Shapes In My Room.



READ ALOUD:
Use shapes to draw one object you observe in our classroom.
What do you see?
What shape is this object?
Start by drawing that shape.
Then add color detail.
Then add extra details, like lines, dots or smaller shapes you can see.



STUDENTS DO: Draw and color one object they saw in the room.

3. TEACHER DO: Next, students will ask and answer questions in a small group to guess the drawing of each group member. Put students into groups of three to four.

TEACHER SAY:
We will play a guessing game in our groups.
Do not let the others see your picture!
We can ask questions to help us learn.
We can ask students in our group questions to help us guess what they drew.
We know they drew something that looked like a shape.
We can ask "What shape did you draw?"
Repeat the question with me.
We know they added color.
We can ask "What color did you use?
Repeat the question with me.
We know it is in the classroom.
We can ask "Where is the object? Is it near us? Far from us? Up or down?"
What other questions can we ask?



STUDENTS DO: Repeat after teacher and volunteer answers for questions they can ask.

Note to Teacher: Consider using **Talking Sticks** *to identify the person whose picture the group is trying to guess. Each member will ask a question and wait for the students with the* **Talking Stick** *to respond. Once all group members have asked a question and heard the answer, the members can guess and the student with the* **Talking Stick** *can share his or her picture.*



STUDENTS DO: Work in groups to ask and answer questions to guess pictures.

4. TEACHER DO: Once groups finish, students can either cut or tear their picture from the student book. If students cannot tear or cut the page from the student book, instruct them to fold back the page so only the picture is showing. The next activity is designed to help students classify and sort by shape.

TEACHER SAY:
We can classify or sort objects that we drew by finding ways they are the same.
Classify means to group things together that are the same or similar.
Let's work together to sort our pictures.
Let's sort ourselves into groups by the shapes that we drew.
If your picture is a CIRCLE stand here. (designate a space in the classroom for each shape)
If your picture is a SQUARE stand here.
If your picture is a RECTANGLE stand here.
If your picture is a TRIANGLE stand here.
We sorted our pictures by the SHAPE.

We looked for shapes that were the same.
What is another way our pictures are the same?

 **STUDENTS DO: Move into groups and observe drawings in groups to look for similarities. In groups, students share similarities between their drawings.**

TEACHER DO: Move around the room and support groups in identifying similarities.

5. TEACHER DO: Draw attention to attributes that groups of shapes can have in common.

TEACHER SAY:
One similarity I heard groups mention is color.
Yes! I see colors that are the same.
Let's sort by colors.

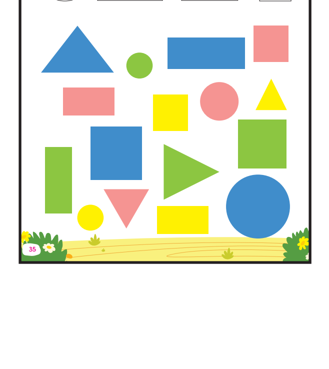
 **STUDENTS DO:** Move and sort their pictures by color.

TEACHER SAY:
How else can we sort?

TEACHER DO: Take two volunteers to identify a similarity that the class can sort themselves by. Once responses have been shared, choose one or two more methods of sorting and classifying.

STUDENTS DO: Offer responses to other means of classifying and sorting objects. Some examples of sorts can be: size (big and small), location (objects up high, objects down low), purpose of objects (teacher use, student use).

 **STUDENTS DO:** Move and sort their pictures based on an identified similarity as a class.



6. TEACHER DO: The next activity will allow students to utilize different categories to sort shapes.

TEACHER SAY:
We can sort on our own now!
Move back to your seat and open your student book to page 35: Shape Sort

 **STUDENTS DO:** Sit back down and open student books to the correct page.

TEACHER SAY: Look at all of the shapes on this page. We just sorted using different groupings. Let's read the directions to see what we are going to sort by on this page.

 **READ ALOUD:** Sort the shapes at the bottom of the page to match the shape groups at the top of the page.

TEACHER SAY:
We can sort these pictures by shape.

TEACHER DO: Model drawing a line from the shape to a box on the student book page.

 **STUDENTS DO:** Complete the sort in the student book.

7. TEACHER DO: There are many ways to sort the objects on the student book page 35: Shape Sort. Students sorted by shape, but could also sort by color or size. Students can count to tell how many of each object. Use this page to encourage critical thinking about different ways to classify and sort objects.

TEACHER SAY:
Great job sorting!
What other ways could we sort the objects?

 **STUDENTS DO:** Offer ideas, including by color, size, etc.

TEACHER SAY: After we sort and classify, we can practice counting.

Let's count how many squares we sorted.
Use your finger to point to each square.

TEACHER DO: Count the squares out loud.

 **STUDENTS DO:** Count along with the teacher, pointing to each square.

TEACHER DO: Repeat the counting for each shape.

TEACHER SAY:
Now that we know how many of each shape we counted, we can compare the number of different shapes.
The biggest number shows the most objects.
Let's count using our fingers.
Hold up 1 finger.
Now hold up 2 fingers.
2 is more than 1 because now I have MORE fingers standing up.
Hold up 3 fingers.
3 is more than 2.
What number is more than 3? More than 4?

 **STUDENTS DO:** Call out numbers in response to teacher questions.

TEACHER SAY:
Look at our shapes.
Which shape did we have more of?
Let's count again to check.

TEACHER DO: As you count, write the number next to a shape to tell how many for each shape on large chart paper for the class to see. Identify the largest number together. Identify the smallest number together.

TEACHER SAY:
Let's write the number next to the row of shapes at the top of the page.

STUDENTS DO: **Write the number of each shape on the student book, following teacher instructions and guidance.**

Note to Teacher: You can count 1-5 to help students identify the largest number. You can also have students hold up the two numbers on each hand to visually see which hand has more fingers being held up. The work can be done as a whole group. Students are beginning to practice applying their counting and are not expected to be able to independently identify more and less at this time.

TEACHER SAY:
Great job identifying the shape we can see more of and the shape we can see less of!

8. Closing: Remind students that they practiced the skill of sorting and classifying. Praise students for applying math and art skills today.

TEACHER SAY: **Today we sorted and classified objects. We used our senses of observation and our math skills.**
You were able to use your shapes and colors to make a picture of something in your classroom.
Great job combining math and art today!

Lesson 5 Overview

LEARNING OUTCOMES

Students will:
- Identify and describe various locations in the school and express a preference for a location.
- Illustrate the library and activities that take place in the library.
- Count objects in a picture of a classroom.

MATERIALS

Student book	Pencils	Crayons	Location Chart
			



Learn (90 mins)

Directions

1. Introduction: Review the locations you saw when you toured the school. Record a list of locations on chart paper.

TEACHER SAY:
What locations did you see when we took a tour of our school?
Let's make a list to help us remember.

TEACHER DO: Call on volunteers to create a list that covers all the rooms/locations you saw on the tour of the school. If needed, remind students of locations and add them to the list.

 **STUDENTS DO:** Help create a list of locations visited when touring the school.

2. TEACHER DO: Now, take time to go through the list together, discussing specifically the locations that are important to your class. This includes any location that they use while at school (e.g. library, classroom, office, outdoor space, nurses office).

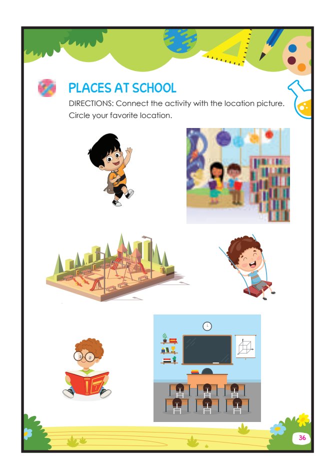
TEACHER SAY:
We can think about locations that are important to us.
We use the library.
We can read books and look for information on the computer.
We go outside.
Why is our outdoor area important to us?
Talk to your Shoulder Partner.

TEACHER DO: Repeat the final question for various locations.

 **STUDENTS DO:** Discuss with a **Shoulder Partner** the importance of various locations.

TEACHER DO: Use **Calling Sticks** to have students share ideas.

3. TEACHER DO: Students will next be connecting locations within the school with specific activities. Pass out student books, crayons and pencils.



TEACHER SAY:
Each location in our school is important.
Different activities are done in different places in our school.
For example, we play games outside.
We can connect a location in our school with what we do there.
Open up your student book to page 36: Places At School
You will draw a line to connect a location with what happens in that place.
When you finish, we can share.

 **READ ALOUD:** Connect the activity with the location picture.

 **STUDENTS DO:** Complete the activity in the student book.

TEACHER DO: Monitor student work. Make note of locations that students may still be unfamiliar with.

4. TEACHER DO: Lead students in a discussion about their favorite locations. Once students complete the matching activity, students should sit with a **Shoulder Partner**.

TEACHER SAY:
Sit with your Shoulder Partner.

 **READ ALOUD:** Circle your favorite location.

Talk about the location you will circle in your student book.
Which location is your favorite?

 **READ ALOUD:** Circle your favorite location.

 **STUDENTS DO:** Share and discuss favorite location with their **Shoulder Partner**.

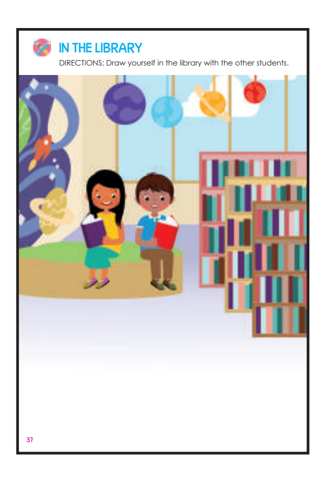
TEACHER DO: Prompt students to share what they are doing in this location and why it is their favorite.

5. TEACHER DO: The school library is an important school location. Transition from multiple places and activities to focusing on the library. If there is no library at your school, you may wish to focus on libraries in general or any place where students can find books or information.

TEACHER SAY:
Who chose the library as their favorite location?
What can you see in our school library?
What do you do in the school library?

 **STUDENTS DO:** Quietly think about answers to teacher questions

TEACHER DO: After allowing time for students to think after each question, use **Calling Sticks** to have five to six students answer the questions.





TEACHER SAY:
Open to page 37: In The Library.
You can draw yourself in the library.
What will you be doing in the library?

 **READ ALOUD:** Draw yourself in the library. Show what you can do in the library.

 **STUDENTS DO:** Create an illustration of themselves in the library.

TEACHER DO: Move around the room. See if students are able to correctly identify a way they use the library.



6. TEACHER DO: Students can practice counting skills by identifying objects in a picture of a classroom. Instruct students to turn to the next page in the student book, page 38: In My Classroom.

TEACHER SAY:
You did a great job thinking about places in the school and how we use those places.
Now let's practice counting!

 **STUDENTS DO:** Students turn to the next page in their student books.

TEACHER SAY:
Look at the picture.
Whisper something that you see.

 **STUDENTS DO:** Whisper something they can see in the picture.

 **READ ALOUD:** Listen to your teacher. Count objects you can see.

TEACHER SAY:
I see tables.
Let's point and count how many.

 **STUDENTS DO:** Point and count along with the teacher.

TEACHER SAY:
We can see 5 tables.
Let's trace the number 5 next to the picture of the table.

 **STUDENTS DO:** Trace the number 5.

TEACHER DO: Repeat the process for the teachers, students, chairs and books you can see in the picture.

 **STUDENTS DO:** Practice counting the objects in the classroom picture.

7. Closing: Summarize the work students did today. Remind them to thank their friends for helping them ask and answer questions today.

TEACHER SAY:
We did a great job of sharing and listening to our friends.
Shake one person's hand who helped you learn today and say thank you.

Lesson 6 Overview

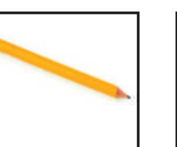
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify workers in the school who help the community. • Analyze the role of adults in the school, how they perform tasks and what tools are needed while at school. • Imagine and illustrate what tasks students might like to have in the future.	• Job • Tools

MATERIALS

Student book



Pencils



Crayons



Job Images



Learn (90 mins)

Directions

1. Introduction: If possible, begin the session by displaying images of school workers on different tables. These can be the real people from your school or generic photos of the tasks.

TEACHER SAY:
Many people help us and work at our school.
Let's name and record the people who work at our school.

TEACHER DO: Call on volunteers to name workers and point to each picture as students name the job. Record tasks on chart paper.

 **STUDENTS DO:** Brainstorm a list of adults who work at the school.

Note to Teacher: Your students may not know all of the adults who work in the school. This might be a good time to invite some of these school workers into the classroom to meet your students. It is important that your list includes all school workers students will encounter in your school. These can include: principal, teacher, secretary, janitor, canteen vendor, deputy, etc. Check page 39: Jobs and Tools in the student book to make sure you introduce the four jobs on that page.

TEACHER DO: As each role is named, hang the images up around the room for the next activity.

2. TEACHER DO: Now that students have a list of adult workers at the school, they will begin to connect the workers with the roles they play in the school community.

TEACHER SAY:
We will learn what these workers do at our school.
Have you seen these people doing their job before?
Do you know how they help our school community?

TEACHER DO: Provide an opportunity for students to share what they have seen with the class.

 **STUDENT DO:** Raise hands to share ideas with the class.

TEACHER SAY:
I am putting up pictures of six jobs we see at school around the room.
You and your group will stand by one job picture.
Look at the job picture and talk to your group about what this person does at our school.
As a group, act out the person performing their job.
When I say to move – you will rotate to the next area with a new job picture.

TEACHER DO: Put students into six groups. Have each group start at a picture. Students can spend three-five minutes at each picture before transitioning. You can ring a bell or otherwise signal to have them move to the next picture.

 **STUDENT DO:** Discuss and act out jobs in each group.

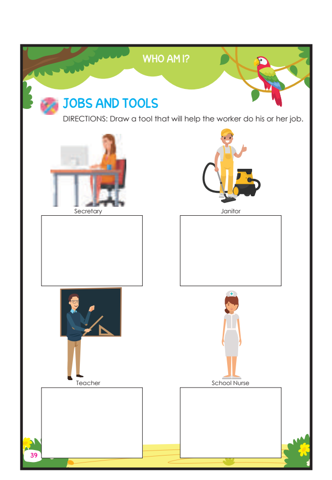
Note to Teacher: You can model with students one of the tasks together so all students have an idea of how to act out a job. For example, for a janitor, students can act out sweeping a floor or emptying a trash can. Be sure to add interactive details like waving to a student who walks by. Or, for secretary, students can act out answering a telephone and greeting visitors to the school.

3. TEACHER DO: After students have visited each picture, bring class back to their seats to share with the class and discuss how all of the workers help the school community.

TEACHER SAY:
The workers at our school have many different jobs.
Let's share what we discussed at each job.
Let's discuss how each worker helps our school community.

TEACHER DO: One by one, point to a job picture and discuss with the class. Identify 2-3 responsibilities of the school worker together. Lead students in acting out the job together. Use **Calling Sticks** to allow students to share what they discussed about the job and how they think you can act out the job.

 **STUDENT DO:** Participate in the discussion with the entire class.



4. TEACHER DO: Students will next connect jobs, workers and specific tools used. Ask students to open to the page in the student book titled Jobs and Tools.

TEACHER SAY:
Each of these workers have tools that help them do their job.
Think about what you pretended to use to act out the job.
On page 39: Jobs and Tools in your student book you will draw tools that workers need to do their tasks.

 **READ ALOUD:** Draw a tool that will help the worker do his or her job.

TEACHER DO: Identify, with students' help, each job on the page and various tools he or she could use.

 **STUDENT DO:** Draw tools in the student book to match the tasks and roles pictured.

TEACHER DO: Monitor students as they complete the activity. If they finish quickly, they can use their crayons to color the workers.

5. TEACHER DO: Transition students back together as a group. Now that students know more about different jobs in the school, engage them in a discussion about what jobs they might want in the future. Student books can be closed for the next activity.

TEACHER SAY:
You learned a lot about jobs at our school.
Now let's think about which job you would like to do when you grow up.

I will leave these job pictures on the wall.
I am also adding three more jobs you are familiar with.

Note to Teacher: Put up three more images of professions familiar to students such as a police officer, a nurse, etc. If possible, use female images for police officers and doctors.

TEACHER SAY:
Look at the jobs around the room.
Think about what each worker does for their job.
Think about the tools the worker uses.
When I say go, you will go and stand by the job you want to do when you grow up. Ready- go!

 STUDENT DO: Move to their preferred job.

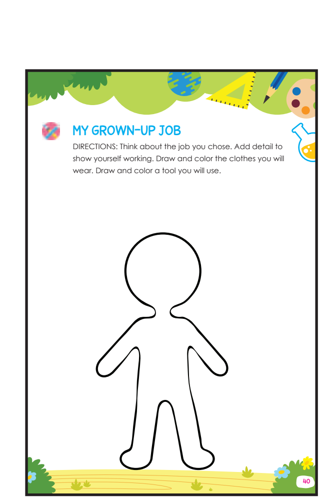
TEACHER SAY:
Now in your group, each person should share why they like this job.
You can act out something you would do if you had this job.

 STUDENT DO: Share about their preferred job and act out in a group.

TEACHER DO: Visit each job group to listen to discussion. You can ask guiding questions such as: What do you think you will like about the job? Would you need a _____ (tool) for this job?

TEACHER SAY:
Say thank you to your group for sharing then come back to your seat.

 STUDENT DO: Thank group members and return to seats.



6. TEACHER DO: Now that students have had a chance to think about jobs that they might like in the future, they will illustrate themselves working in that profession.

TEACHER SAY:
Open your student book to page 40: My Grown Up Job.

 READ ALOUD: Think about the job you chose. Add detail to show yourself working. Draw and color the clothes you will wear. Draw and color a tool you will use.

TEACHER SAY:
You will illustrate what you will look like when you grow up and have a job.
Remember to draw a tool that you used to act out your job.
If I want to be a janitor, I can draw a broom in my hand.
If I want to be a _________, I can draw a _________ next to me.

 STUDENT DO: Complete the activity in their student book.

TEACHER DO: Move around the room providing support for students. Make sure students are adding a tool so you know what job is being drawn.

7. Closing: End the lesson by giving students an opportunity to share their grown up job with a Shoulder Partner.

 STUDENT DO: Share page with a **Shoulder Partner**.

TEACHER SAY:
You all worked very hard today learning about workers who help you at school.
Say thank you to your classmates for helping you learn.
Tomorrow we will sing about our school!

Lesson 7 Overview

LEARNING OUTCOMES

Students will:
- Reflect on learning by identifying favorite activities so far in the Who Am I theme.
- Use reflections to create original song lyrics set to a familiar tune.
- Collaborate to sing songs about favorite learning activities at school.
- Listen respectfully to others.



Learn (90 mins)

Directions

1. Introduction: Begin the day by singing familiar songs to your class.

TEACHER DO: Sing simple, familiar songs/tunes with the class. Encourage students to sing along.

TEACHER SAY: Today we are going to start class by using our voices. Let's sing _______________. Does anyone have a favorite song you want to sing next that others would know?

 **STUDENTS DO:** Engage in singing simple songs as a class.

TEACHER SAY:
Thank you for singing with me!
We all know these songs we have sung at home.
Today, we are going to change the words to some of our favorite songs to sing about things we like about our school.
Let's quickly share some of our favorite songs.
Who has a song they can sing to the class?

TEACHER DO: Take volunteers to stand and sing part of a simple song they know from home. Students can sing in pairs if they are shy.

 **STUDENTS DO:** Take turns standing and singing part of a song from home.

Note to Teacher: Familiar songs may vary based on location. Think about songs sung traditionally with families as well. You want to select a song that most students will know the tune to.

2. TEACHER DO: Work with students to modify the words of a familiar song to describe learning and the school community.

TEACHER SAY:
Let's start with the song ________________________. I can change the words of the song to start singing about our school.

TEACHER DO: Sing a new first three lines of a familiar song with new words, such as the following. Adjust the words to fit the tune as needed.

TEACHER SINGS:
I love my school.
My school is great.
Students are learning.

TEACHER SAY:
Sing those lines with me.

TEACHER DO: Sing each line and let students repeat after you.

 **STUDENTS DO:** Repeat lyrics and tune after teacher.

TEACHER SAY:
Let's sing those three lines all together!

Note to Teacher: You can have students repeat lines individually several times to help them remember. You can also change the words to make the lines better fit your familiar tune.

TEACHER SAY:
Wonderful singing!
Now it is your turn to help think of a line for our song.

3. TEACHER DO: Use the singing activity to encourage students to reflect on their learning so far in the theme Who Am I. Encourage students to think about activities they have done since the beginning of the school year.

TEACHER SAY:
Our new song SAY that we are learning.
Can you think of your favorite thing you have learned so far in school.
We learned about shapes. Did you like learning about shapes?
We are learning our numbers. Do you like learning about numbers?
We are using our senses. Do you like using your senses?
We are learning about our families. Do you like learning about our families?
We used puppets. Do you like learning with puppets?
(Continue the questions to reflect on all other activities since the beginning of the school year)

 **STUDENTS DO:** Reflect on learning and think of a favorite activity so far in the school year.

4. TEACHER DO: Instruct students to include their favorite parts of learning in the new song lyrics.

TEACHER SAY:
Each of you will sing one new line to our song.
Listen to me first.
I will sing about counting because I love counting.
I love my school.
My school is great.
Students are learning.
I like learning my numbers.

TEACHER DO: Sing the first 3 lines that you practiced as a class then add in a new line about numbers.

TEACHER SAY:
Think about what you like learning.
Say – I like learning ___
That will be the next line in the song.
Let's share what we like about school in a small group.

TEACHER DO: Put students in groups of three to four.

TEACHER SAY:
In your group practice singing the first three lines.
Then, each person can sing their new line about a favorite thing to learn at school.

 **STUDENT DO:** Sing their new line in groups.

TEACHER DO: Check in with groups, listening if students are able to express a preference in a singing voice.

Note to Teacher: The goal of the activity is for students to respectfully participate in group singing and reflect on learning. How students are singing is not the main focus.

5. TEACHER DO: Ask groups to share with the entire class.

TEACHER SAY:
Wow! I heard great singing.
I saw students being great listeners.
Let's share as a whole class.

TEACHER DO: Use **Calling Sticks** to pick up to ten students to share their line of the song.



STUDENTS DO: Sing along together the first three lines of the song, then listen to classmates share.

6. TEACHER DO: You can also use the song to reflect on locations in the school. Remind students of the tour you took of the school and of the places you visited.

TEACHER SAY:
Let's sing some more.
Do you remember all of the places we visited in the school?
Now we can sing a line in our song about a favorite place in the school.
Where do you like to go at school?
Share with a Shoulder Partner.



STUDENTS DO: Share a location preference.

TEACHER DO: Move students back to their groups and instruct them to add to the song by including their favorite location in the school.

TEACHER SAY:
Add a new line to your song about your favorite place at school.
I love our classroom.
My song would sound like this:
I love my school.
My school is great.
Students are learning.
I like learning my numbers.
I like going to the library.



STUDENTS DO: Sing their new line in groups.

TEACHER DO: Check in with groups, listening if students are able to express a preference in a singing voice.

7. TEACHER DO: Provide an opportunity for groups to share with the entire class.

TEACHER SAY:
Wow! I heard more great singing.
I also saw students being great listeners.
Let's share as a whole class.

TEACHER DO: Use **Calling Sticks** to pick up to ten students to share their line of the song.



STUDENTS DO: Sing along together the first three lines of the song, then listen to classmates share the next two lines.

8. Closing: Remind students that while we enjoyed singing, we were also reflecting on learning. Thank students for being respectful singers and listeners today.

TEACHER SAY:

**We have learned a lot so far in school.
We used the song to think about what we learned.
We can sing a song to remind us what we like to learn.
Thank you for singing to the class.
Thank you for listening nicely to your classmates.
Say thank you to the person next to you for sharing.**

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Collaborate to draw a detailed picture of the classroom.	• Hear

MATERIALS



Student book	Pencils	Crayons	Scissors	Tape
				

Number Cards – 1-4, enough for every student in the room to get one card.



Share (90 mins)

Directions

1. Introduction: Students will work in small groups to make a detailed classroom picture.

TEACHER SAY:
We have learned a lot about our school.
We will combine what we have learned to create a school model.
Today you will work in a group to draw a model of the classroom.
We will work together.
We will listen to each other's ideas.
We will use kind voices.

2. TEACHER DO: Pass out student books and put students into groups of four. Number each corner of the class (corner number 1, number 2, etc). Alternatively you may wish to divide the classroom in a different way (the side by the windows, the side of the classroom near the door, etc.).

TEACHER SAY:
Each person in the group is in charge of drawing a part of the classroom.
You will draw all the details you can see in your corner/section.
What objects can you see?
Where are those objects located?

TEACHER DO: Pass out a number card to each member of the group so that groups have at least one person assigned to each corner/section.

TEACHER SAY:
Look at the number I gave you.
That will be the part of the classroom you are responsible for drawing.

I will give you time to observe that area.
When I say go, stand in the corner that matches your number.
Ready- go!

 **STUDENTS DO:** Move to the correct number corner.

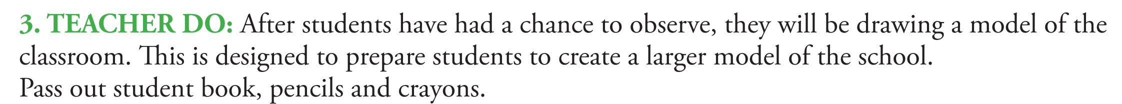
TEACHER SAY:
Look around.
Observe your area with your eyes.
Talk to the other people with your number about what you see.
What can you see when you look up?
What can you see when you look down?
What is in front of you?
What is behind you?

 **STUDENT DO:** Share ideas with others in their group.

TEACHER DO: After each guiding question about what students can see, pause to let students talk.

TEACHER SAY: **Please move back to your working group.**

 **STUDENTS DO:** Students walk back to their group and sit down.



3. TEACHER DO: After students have had a chance to observe, they will be drawing a model of the classroom. This is designed to prepare students to create a larger model of the school.
Pass out student book, pencils and crayons.

TEACHER SAY:
Now that you have had time to talk and share ideas you can begin drawing your part of the classroom.
Turn to page 41: My Classroom.
I will be walking around looking for details so I can recognize your part of the room.

 **STUDENTS DO:** Draw and color in their student book.

TEACHERS DO: Monitor student work. Prompt students to add more details. You can ask “What else can you see? What did you see on the walls? What did you see when you looked up? Down? What colors did you see?"

4. TEACHER DO: After providing at least ten to fifteen minutes of drawing time, bring students back together.

TEACHER SAY:
Thank you for drawing so many details.
We can help each other make sure our drawings are the best they can be.
Let’s go back to our numbered corner groups.
Take your student books with you.

 **STUDENTS DO:** Move back to their numbered area in the room.

TEACHER SAY:
We can share what we have made so far.
Look at your classmates drawings.
Did they add details you forgot to add?
You can get new ideas for your picture!

 **STUDENTS DO:** Share pictures with the group assigned to the same corner.

TEACHER SAY:
Now that you have shared you should have at least 1 new idea to add to your picture.
Go back to your seat and add to your picture.

 **STUDENTS DO:** Finish working on their picture.

5. TEACHER DO: Refining and improving is an important process for students of this age. Many students will want to draw a picture and finish. Providing time for students to add detail and modify is important to building life skills. Give students additional time to complete their classroom model picture.

TEACHER SAY:
Please cut your picture from your student book and close your student book.

Note to teacher: If students are unable to remove the page from the student book, you may have students fold back the pages in the book and work on the next activity with just that page showing.

 **STUDENTS DO:** Remove their classroom model picture from their student book.

TEACHER SAY:
We all have great classroom model pictures.
But, you only have one part of the room.
Work in your group to put your four pictures together to make a large classroom model.
I will come and tape your pictures together.
Look at what parts of the room should be next to each other.

 **STUDENTS DO:** Work as a group to put the images together in the correct location.

TEACHERS DO: Help groups tape pictures together. Make sure they are in the correct location.

6. Closing: Review what students accomplished today and what they will do tomorrow to complete their school models.

TEACHER SAY:
You all worked together to make a large model of our classroom.
Tomorrow you will work together to show locations in our school.
We can put all the pictures together to show a very large model of our school!

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Collaborate to draw locations in the school. • Combine drawings to create a large model of the school.	• Near • Far

MATERIALS

Student book

Pencils

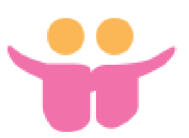


Crayons



Location Chart





Share (90 mins)

Directions

1. Introduction: Put the list of school locations in the front of the room to review with the class.

TEACHER SAY:
Remember that we visited different locations in the school.
We learned about locations in our school and what tasks are performed there.
Today you will each draw one location.
In your group you will put the locations together to make a large school model.

TEACHER DO: Have students work in table groups of 5-6. Pass out student books, pencils and crayons.



STUDENTS DO: Sit in their working groups.

TEACHER SAY:
Let's read through the places we can see at our school.
Each person in your group will draw one of the locations.
Each person should be drawing a different location.
Talk to the members of your group and decide on a location for each person to draw.



STUDENTS DO: Each student will select one location to draw. Students will help each other with the decision making process to ensure that each student has a different location selected.

TEACHERS DO: If there are groups that have difficulties deciding, encourage them to practice collaboration skills.

Note to Teacher: If necessary, you can assign each person in the group a location to draw if they cannot agree.

2. TEACHER DO: An important process in creating a collaborative art project is planning. Students may want to rush directly to illustrations, but emphasize the importance of careful planning. Pass out student books, pencils and crayons.

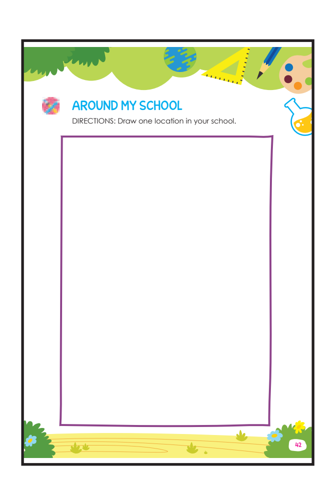
TEACHER SAY:
Working together means that everyone's ideas are included.
To make sure this happens, you need to talk and share ideas.
Then you need to work together to plan your ideas.
Using Talking Sticks, each person can share what they will draw for their location.
Take turns sharing your ideas.
Listen to each other and practice being respectful.
Make sure everyone has a turn.
Let's work together so everyone's ideas are included.

 **STUDENTS DO:** Take turns talking and sharing ideas for the location picture.

TEACHERS DO: Support student discussions.

TEACHER SAY:
Give a thumbs up if you now have many ideas for your location! Great!

3. TEACHER DO: Transition students from collaborative discussions and planning into quiet work.





TEACHER SAY:
Now we will have quiet time to work on our location.
Open your student books to page 42: Around My School.
Add details so I know what you can see here and what is happening at the location.

Note to teacher: Students will be sharing the drawings and you will want to combine the locations to create a model of the school. For this reason, you may want students to plan the drawings in the student book, but create the actual illustrations on separate paper so the drawings can be more easily displayed.

 **STUDENTS DO:** Quietly work on their location drawing.

TEACHERS DO: Prompt students with questions such as: Who can I see here? What is happening here? Can I see students working here too?

Note to Teacher: If students need more than fifteen minutes to complete their drawing, allow for more time.

4. TEACHER DO: Instruct students to review the completed drawings. After drawings are complete, students can cut or tear their picture from their student book.

TEACHER DO: Pass out the 4-corners large classroom model from the day before. Clear a space in the front of the classroom either on a wall or on the floor for students to visualize the layout of the school building and surroundings.

TEACHER SAY:
We need to finish putting together your school model.
Look at each location you drew.
Think about where it is located in the school.
Are some of the locations near the classroom?
Which ones are far from the classroom?
Lay out your locations where you can find them in our school.

 **STUDENTS DO:** Put their locations around the school in the correct spot in relation to the classroom.

TEACHER DO: Prompt groups by asking: Is this location near our room? Is it next to our classroom or far down the hallway? Tape location pictures together based on where groups have them placed.

5. Closing: Praise students on their collaboration and design process.

TEACHER SAY:
You worked very well together.
You helped each other improve on your ideas.
Thank your group members.
Tomorrow we will present our models to the class.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Present their classroom model, reflecting on all of the learning from the chapter. • Provide positive feedback to classmates.	• Hear

MATERIALS

Smile Face Pictures



Share (90 mins)

Directions

1. Introduction: Today is the final day of the theme. Get students excited for sharing and finishing all their hard work in the theme!

TEACHER DO: Display each group's school models around the classroom.

TEACHER SAY:
You have all worked so hard on your school model!
I am proud of the work you have completed.
Today you will have a chance to see everyone's work.

2. TEACHER DO: Invite one group at a time to share their model. Ask group members questions such as: Where did you find the _____? What details did you draw in the ______? Who can you see in the _____? Use this time to assess students understanding of the locations in the school.

TEACHER SAY:
I will invite one group at a time to stand with their model.
Each member will share what they created.

 **STUDENTS DO:** Follow teacher directions to stand by their model and share.

3. TEACHER DO: Make sure that the presentations allow for students to reflect on all of the various topics from the theme. Students began the theme by making a geometric self-portrait. Students learned about families, life cycles and moms and dads. Students learned about the school, including the roles of different adults who work and help the school community. Use open-ended questions to push students to share their thinking and reflections.

 **STUDENTS DO:** Respond to teacher prompts and share thinking and reflections.

4. TEACHER DO: After all groups have shared, allow students the opportunity to share what they liked about each model.

Pass out smiley face pictures to each student. Students should have one smiley face for each school

model (if there are 10 models students should have 10 smiley faces).

TEACHER SAY:
We will now visit each model.
You have a smiley face to use to show what you like about other student models.
You will put your smiley face on your favorite part of the model.

TEACHER DO: Have students stand in a line and move to each model. Allow each student to walk up to the model and place the smiley face on a favorite part.

Repeat for each model.

 **STUDENTS DO:** Circulate and provide positive feedback.

Note to Teacher: To make the process easier, models can be set on tables, so the smiley faces can be placed onto the model instead of being taped or glued. You can also use sticky notes or "post-its" to allow students to place the positive feedback without tape or glue.

5. Closing: Students have now finished their first theme: Who Am I? Remind students of all the work they have finished and praise their work effort.

TEACHER SAY:
We have now finished our first theme: Who Am I?
We learned about ourselves.
We learned about our families.
We learned about our school.
We worked very hard.
I am proud of your effort!

KINDERGARTEN I

Multidisciplinary

The World Around Me

Chapter 1

Animal Babies

Theme Overview

Animal Babies

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover the animals who live in the world around them. Students will describe how adults help children meet basic needs for survival.	4
Learn	Students will learn how animal parents care for baby animals and meet basic needs. Students will compare and contrast different animal's ability to care for offspring. Students will apply their understanding of how human needs are met to give awards to adults for national holidays .	4
Share	Students will apply their knowledge of animal life stages and how adult animals care for baby animals to create a "Best Mommy" and "Best Protector" award for two animal parents. Students will present the awards to the class.	2

Animal Babies

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. **Negotiation:** • Good listening. • Negotiation. • Good listening.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Awareness of Roles.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

LANGUAGE: VOCABULARY ACQUISITION & USE:

- Use frequently occurring nouns and verbs.
- Understand and use question words.
- Sort common objects into categories.

WRITING:

- Use drawings, dictating and writing to narrate events and a reaction to what happened.
- Describe familiar people, places, and things with modeling and support.

SPEAKING AND LISTENING:

- Follow agreed upon rules for discussions.
- Describe people, places, things and events with relevant details and provide additional detail with prompting and support.
- Express thoughts, feelings and ideas clearly.
- Orally produce complete sentences when appropriate to task and situation.

MATH:

- Count by ones up to 10.
- Read and write numerals from 0 to 10.
- Write numbers and represent quantities with a number.
- Represent a number (0-5) by producing a set of objects or pictures.
- Identify the number of objects in familiar groupings without counting.
- Understand the concepts of greater than, less than and equal to with up to 5 objects.
- Compare two numbers between 1 and 10 presented as objects, drawings, etc.
- Collect and classify data using objects and drawings (up to 10).
- Classify objects into given categories (for example length, weight, size, color) and sort categories by count.

SCIENCE:

- Develop the abilities to apply the design process.
- Raise questions about the world around them.
- Seek answers to some of their questions by making careful observations, using 5 senses, and trying things out.
- Observe, describe and compare the life stages of humans and plants.
- Recognize that all living things have offspring, usually with two parents involved.
- Recognize that there are different kinds of living things in different places.
- Identify the importance of plants and animals to humans and how to care for those things (through basic needs).

SOCIAL STUDIES:

- Use pictures to identify similarities and differences between self and others.
- Describe important celebrations (e.g., birthday, Mother's Day, Child's Day).
- Describe the differences between self and others.
- Accept the differences between self and others.

ECONOMICS AND APPLIED SCIENCE:

- Identify the timing of the basic meals of the day.
- Cooperate with classmates in playing and activities.
- Show respect to older people and help younger people.
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others (e.g., please, thank you, if I may).

ART:

- Use simple art materials to create a scene from the surrounding environment
- Create artwork from own imagination
- Decorate classroom with artworks they create

MEDIA:

- Describe a set of pictures in one sentence
- Maintain the cleanliness and neatness of the library
- Search for a book about an animal
- View digital resources related to a theme

CH 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Describe how students are cared for by adults. • Sequence a daily routine. • Compare and contrast how adults help students with daily routines.
2	**DISCOVER: Students will:** • Sequence human life stages. • Sequence animal life stages. • Sort animals by characteristics. • Count sorted groups.
3	**DISCOVER: Students will:** • Identify how humans meet their basic needs. • Identify how parents help meet human needs.
4	**DISCOVER: Students will:** • Observe animals in the environment. • Describe animals' basic needs. • Compare animal needs to human needs.
5	**LEARN: Students will:** • Use the library to find animal books. • View and describe how animal parents meet needs.
6	**LEARN: Students will:** • Collaborate to illustrate an adult animal meeting the needs of a baby animal.
7	**LEARN: Students will:** • Identify and sort animals by habitat. • Count, graph and compare numbers of animals. • Infer a baby animal's parent by listening to characteristics. • Relate information on where animals live to a graphical representation.
8	**SHARE: Students will:** • Identify and describe the importance of Mother's Day and 6th of October. • Design an award to demonstrate a reason to honor mothers and armed forces members.
9	**SHARE: Students will:** • Design an award for adult animals. • Synthesize learning about animal life stages and animal basic needs.
10	**SHARE: Students will:** • Design an award for adult animals. • Synthesize learning about animal life stages and animal basic needs. • Present work to peers.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Describe how students are cared for by adults. • Sequence a daily routine. • Compare and contrast how adults help students with daily routines.	• Adult • Child • Offspring

MATERIALS

Student book	Pencils	Crayons	Chart Paper
			



Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the new theme, The World Around Me.

TEACHER SAY:
We have already learned so much this year in "All About Me."
Now we will start something new!
Our new theme is called "The World Around Me."
What do you think we will learn about?



STUDENTS DO: Turn to a **Shoulder Partner** to share predictions about the new theme.

TEACHER DO: Use **Calling Sticks** to choose three to four students to answer before continuing.

TEACHER SAY:
We will be learning about the people, plants, animals, and water in our world.
In this first Chapter, we will study parents and offspring and how parents care for their babies.

2. TEACHER DO: Activate students' prior knowledge by providing time for students to discuss members of their family. Be considerate of the fact that each family will look different and be sure to be inclusive of all possible family members and even adults/children who are not blood family but are important to the child.

TEACHER SAY:
You are all children.
This means you are the offspring of your parents.
Let's say that word, offspring together. "Offspring." (pause for students to repeat key vocabulary)
Parents take care of us.
How do your parents care for you at home?



STUDENTS DO: Share responses when called on for how parents care for students in the home.

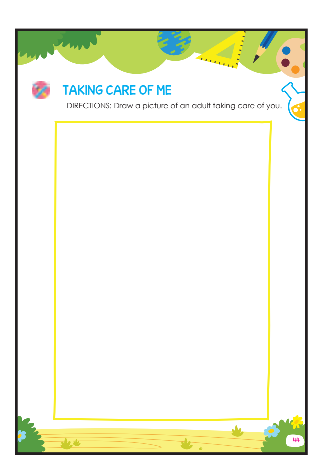
TEACHER DO: Use **Calling Sticks** to take five to six responses to the question.

TEACHER SAY:
Sometimes other adults in our family take care of us.
Who else in your family helps take care of you?
Share with a Shoulder Partner.


STUDENTS DO: Share with a **Shoulder Partner** more members of the family who provide care.

TEACHER SAY:
Sometimes adults who are not part of our immediate or extended family take care of us.
Can you think of other adults who help take care of you?
Share your ideas one more time with a Shoulder Partner.


STUDENTS DO: Share with a **Shoulder Partner** more adults outside the family who provide care.



3. TEACHER DO: Pass out student book, pencils and crayons. Students will begin drawing to record the ideas they have shared with partners.

TEACHER SAY:
Open to page 44: Taking Care of Me in your student book.
Think of a family member who helps takes care of you.


READ ALOUD: Draw a picture to show a family member taking care of you.

TEACHER SAY:
When you finish your pictures, we can share and hang them in our room.


STUDENTS DO: Draw to show a family member taking care of them.

4. TEACHER DO: As you walk around the room, ask discovering questions to students.
a. Who they are drawing?
b. How are you being taken care of in your picture?
After providing time for all students to complete their drawings, transition students back as a whole group. Students can put away crayons and pencils and just have their student book ready to take as the students walk around the room to participate in the next activity.

5. Note to teacher: To get students to share with others in the room, you will be teaching them a new strategy. You may have to model this several times.

TEACHER SAY:
Thank you everyone for drawing!
Let's share with friends in the room.
We will play "Shake It, Share It, High Five."
I will explain how to play, and show you with a partner.

TEACHER DO: Use **Calling Sticks** or choose a volunteer to model the game as you explain.

TEACHER SAY:
First, when I say "go," walk around the room slowly. When I say "stop," find someone near you to be your partner. Next, shake that partner's hand.

TEACHER DO: Shake the hand of the volunteer.

TEACHER SAY:
Next, share your picture, then listen as your partner shares his or her picture.

TEACHER DO: Hold up a student book and model sharing a picture with your partner.

TEACHER SAY:
Then, high five your partner and say, "Thank you."

TEACHER DO: High five the volunteer and say "thank you."

TEACHER DO: When you're done, find a new partner to shake hands with.
Are we all ready?

 **STUDENTS DO:** Move around the room with student books and share the illustration.

TEACHER DO: As students play each round, call out "go" and "stop" to help them find new partners. Remind students of the Shake, Share, and High Five steps periodically.

- Help facilitate students with sharing by asking guiding questions and helping students to take turns with their partners.
- Help students who have difficulty finding a new partner. You can ask a student who is looking for a partner to raise his or her hand in the air so another student who needs a partner can find him or her.

6. TEACHER DO: Transition students back to their seats. Use a countdown to begin students moving back to their seats. The countdown will also provide students another opportunity to hear numbers and counting.

Note to teacher: This countdown strategy can be used any time you transition from group work to a new set of instructions, etc.

TEACHER SAY:
Thank you everyone for sharing.
I will count back from 5.
When I get to 1 everyone should be at their seats.
5-4-3-2-1

 **STUDENTS DO:** As the teacher is counting down, move back to the student's original seat.

7. TEACHER DO: Students can close their student books and set them aside. You will begin to lead students in a discussion of their daily routines. Routines can be discussed for the entire day or for segments of the day. Morning routines, school routines, bedtime routines can all be discussed and shared.

TEACHER SAY:
We just shared with our classmates how family members and adults help care for us.
Adults help children every day.
One way is that families help each other is with daily routines.
A routine is what we do that is the same every day.
I have a routine in the morning.
I wake up, brush my teeth, wash my face, eat breakfast and come to school.
Do you have a morning routine?

TEACHER DO: Use **Calling Sticks** to call on 4-5 students to share a routine.

 **STUDENTS DO:** Share a routine when called on.

TEACHER DO: As you discuss morning routines, discuss the meal eaten in the morning after waking up. Students should identify breakfast as a morning meal. You can prompt students by asking "What meal do you eat after you wake up? Do you eat lunch or breakfast first during the day?"

TEACHER SAY:
Do you have an evening routine?

TEACHER DO: Use **Calling Sticks** to call on 4-5 students to share a routine.

 **STUDENTS DO:** Share a routine when called on.

TEACHER DO: As you discuss evening routines, make sure students name dinner as a part of their evening routine. Prompt by asking "What meal do you eat in the evening?"

TEACHER SAY:
Some parts of our routine we can do alone.
Who can name something they can do all on their own?

TEACHER DO: Use **Calling Sticks** to call on 4-5 students. If necessary, prompt students with questions.

- Who can get dressed by themselves?
- Who can put on their shoes all alone?
- Who can brush their teeth all alone?
- Who can do a chore at home on their own?



STUDENTS DO: Share routines they are able to do independently.

8. TEACHER SAY:
Some parts of our daily routine we need adults to help us with.
Who can name a part of their routine and name the adult who helps?

TEACHER DO: Use **Calling Sticks** to call on 4-5 students. Responses from students can include: making breakfast, brushing teeth, reading a book at bedtime.



STUDENTS DO: Share a part of the routine where help is needed when called on, and share who helps.



TEACHER SAY:
We can identify how our families help us.
Open your student books to page 45: My Daily Routine.
Let's look at each picture of an activity together first.
Who can tell me what is happening in one of the pictures?

TEACHER DO: Call on a student to identify what is happening in a picture. Repeat the question until each picture has been described.



STUDENTS DO: Identify actions shown in student book.

TEACHER SAY:
We need adults at home to help care for us.
Look at the pictures on the other side of the page.
Point to the mommy.
Point to the daddy.
Point to the grandparents.
Draw a line from the activity to an adult who can help. There can be more than one answer.



STUDENTS DO: Point along with the teacher as each adult description is read aloud.



READ ALOUD: Draw a line from the activity to the adult who helps you in your home.

TEACHER SAY:
If my mommy helps brush my teeth, I will draw a line from the picture to the mommy.
If my grandparents cook dinner, I will draw a line from the picture to the grandparents.
Each of you might have a different answer and that is okay.
Every family is different.

TEACHER SAY:
Draw lines to match the pictures to the people who help you do each part of your routine.
When we are finished, we can share how adults in our family help us.



STUDENTS DO: Complete the matching activity in their student book.

Note to Teacher: Be considerate of students who have lost one or both parents or whose parents are divorced. Encourage them to draw other adults, such as an aunt or uncle or an older brother or sister, in the extra box.

TEACHER DO: Allow students time to complete the activity. Walk around the room to provide assistance where needed.



9. TEACHER DO: Transition students by asking them to put their pencil or crayons away as you begin a class discussion. You will be using **Talking Sticks** in the next activity.

TEACHER SAY:
Let's share with others in the class.
I wonder if the adults help every child in the same way.
I wonder if maybe a daddy does something in one home but another adult helps with that thing in someone else's home.
We will work in groups and use Talking Sticks to help us share.

TEACHER DO: Put students in groups of 4-5 (or have tables work as groups) and pass out a **Talking Stick** to each group. Remember, a **Talking Stick** can be any object – a ruler, a paper towel tube, etc. Make sure each student has their student book to help share. Student books can be placed in their laps or on the table depending on where you have groups sit.

TEACHER SAY:
I will identify an activity from the page.
Then, the student in the group who has the Talking Stick first will share which adult helps them complete that activity at home. That student then passes the Talking Stick to their neighbor, and the neighbor shares who helps them with the same activity. The Talking Stick reminds us that only the person holding the stick should be talking.
After everyone shares, I will identify another activity and we will all share again.
Let's start with: Cooking dinner.

STUDENTS DO: Share in their groups using the **Talking Stick**.

TEACHER DO: Repeat for each activity: Going to school, washing dishes, getting dressed, brushing teeth, taking a bath. As groups share, provide 1-2 minutes to ensure each member shares before moving to the next activity. Use your judgment if you think groups need more or less time. When reviewing the activities, it is a good time to remind students that only mothers and fathers, or other family member adults in the home should be helping with taking a bath.

TEACHER SAY:
We listened to all our friends in our group.
Sometimes the same adult helped others in your group do the same activity.
Maybe you heard that your friend's daddy helped her walk to school just like your daddy walks you to school.
That is the same between you and a friend.
We can compare and contrast how adults help us.
Who can name something they heard that was the SAME? A similarity between you and a friend?

10. TEACHER DO: Take volunteers to identify similarities heard in their group. If necessary, prompt students with the activity and ask if the same adult helped both students, or several students. You can also ask students to stand up if _______ (name an adult) helps with ______ (name an activity).

TEACHER SAY:
We can also identify differences.
Did anyone have a different adult than their friend help with an activity?

TEACHER DO: Take volunteers to identify differences heard in the group. If necessary, prompt students with the activity and ask which adult helped both students, or several students.

TEACHER SAY:
You did a nice job of comparing ways your family and your friend's family were the same and different.
Thank members of your group and move back to your spot.

11. Closing: Summarize today's discussions and prepare students for work tomorrow.

TEACHER SAY:
We did a great job today identifying how adults in our families help us every day. We compared and contrasted – found things that were the same and different – how adults help us at home.
Tomorrow we will begin to think about how animals are the same and different from us!

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Sequence human life stages. • Sequence animal life stages. • Sort animals by characteristics. • Count sorted groups.	• Life stages • Adult • Child • Baby	Hang up the following pictures around the room: hawk, rabbit, frog, giraffe, penguin, kangaroo and horse. You may also wish to display digital images.

MATERIALS

Student book



Pencils



Crayons



Large pictures or digital images of the following animals if possible: Elephant, zebra, bird, ostrich, panda bear. (These will be used in conjunction with student book Observing Animals page)

A second set of large pictures of animals – these you will hang up around the room: hawk, rabbit, frog, giraffe, penguin, kangaroo and horse.



Discover (90 mins)

Directions

1. Introduction: Review with students what they previously learned in the last theme. During the following activity students are participating in an activity similar to the previous theme. Use your judgment based on how your class did previously to determine the amount of support students will need.

TEACHER SAY:
We have already learned how we change and grow.
Let's act out our life stages. Show me how much you remember!
Everyone stand up.
What is the first stage of a person's life?
Call it out!

 **STUDENTS DO:** Call out a response: Baby.

TEACHER SAY:
Everyone act like a baby!

 **STUDENTS DO:** Act like a baby (crying, crawling, drinking from a bottle, etc.).

TEACHER SAY:
What is the next stage of our life?
Call it out!

 **STUDENTS DO:** Call out a response: Child.

TEACHER SAY:
Everyone act like a child!

 **STUDENTS DO:** Act like a child (walk, talk, play, etc.).

TEACHER SAY:
What is the next stage of our life?
Call it out!

 **STUDENTS DO:** Call out a response: Parent.

TEACHER SAY:
Everyone act like a parent!

 **STUDENTS DO:** Act like a parent.

TEACHER SAY:
What is the next stage of our life?
Call it out!

 **STUDENTS DO:** Call out a response: Grandparent.

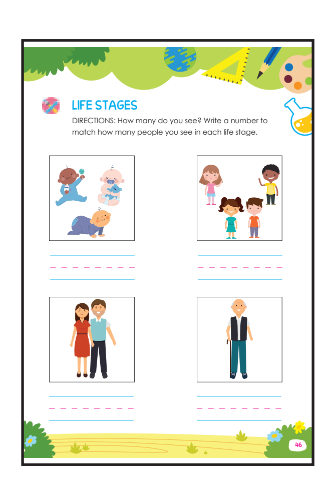
TEACHER SAY:
Everyone act like a grandparent!

 **STUDENTS DO:** Act like a grandparent.

TEACHER SAY:
Great job moving around and remembering our life stages.

2. TEACHER DO: Pass out student books and pencils.

Note to teacher: Students are transitioning to a math activity connected to the life stages. The work in their student book will review student's ability to count a set and write a matching number. Students will need varying levels of support while they work. Use your own judgment to know how much support your class will need prior to beginning the activity. If necessary model the first counting and number writing as a class.



TEACHER SAY:
You have been doing a great job counting and writing your numbers in math. Let's practice writing our numbers 1-5 using what we know about life stages!
Open to page 46: Life Stages.
Look at the pictures of people at different stages in their lives.

 **READ ALOUD:** How many do you see? Write a number to match how many people you see in each life stage.

 **STUDENTS DO:** Count and write numbers to match each set of pictures.

TEACHER DO: Monitor student work. Look for students who might need more support writing numbers 1-5 or counting a set. If students have difficulty you can tell the students that the class will work together to write the numbers after the work is finished. Use this activity to check student's ability to write numbers.

TEACHER SAY:
We can count our work together.

 **TEACHER DO:** Walk students through each picture to have them check their answers against the correct answers. Follow the conversational pattern below for all four pictures.

TEACHER SAY:
Look at the picture of the babies.
How many babies did you count? Show me on your fingers.

TEACHER DO: Look around the room to see if most students are showing the correct answer. If so, call out the answer. If you see a few answers or the room seems split, tell students which answers you see most, and count the picture together to double check.

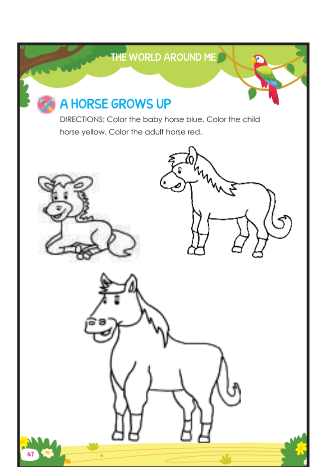
TEACHER SAY:
I see a lot of students showing me ___. Let's count to see if they are right!
1, 2, 3. There are three babies. Next, you should have written the number 3 on the line. Can I have a volunteer come write the number 3 on the board so everyone can check their work?

TEACHER DO: Call on a student with hand raised to write the answer so everyone can see.

TEACHER SAY: **That is a great 3! If this is not the number you wrote, go ahead and correct your number now.**

TEACHER DO: Repeat the pattern for children, parents, and grandparents.

3. TEACHER DO: Transition students to the next page of their student book. Students will be shifting from recalling human life stages to identifying animal life stages. If necessary, briefly review the primary colors (blue, yellow, and red) before beginning. Students should have access to just those three colors before starting.



TEACHER SAY:
Great job reviewing our human life stages.
We also learned that animals have life stages too!
Open to page 47: A Horse Grows up.
We can identify three different life stages.
Let's take a moment to look at the pictures, quietly.

 **STUDENTS DO:** Quietly look at the images on the page.

TEACHER SAY:
What do you notice about the different pictures?
What is the same?
What is different?

TEACHER DO: Use **Calling Sticks** to have students answer each question.

 **STUDENTS DO:** Answer when called on by the teacher.

TEACHER SAY:
Each picture shows a different life stage.
One picture shows a baby horse.
One shows a child horse.
One shows an adult horse.

 **READ ALOUD:** The first direction says: Color the baby horse blue.

TEACHER SAY: **Can everyone point to the baby horse?**

 **STUDENTS DO:** Find and point to the baby horse.

TEACHER SAY: Now, pick up your blue crayon and color that picture blue.

TEACHER DO: Provide the same instructions, reading from the student book to assign colors, for the child horse and the adult horse.

 **STUDENTS DO:** Color the three stages.

4. TEACHER DO: Repeat the color directions for students while they are working. Monitor students who need support in identifying the differences in the life stages.

TEACHER SAY:
Turn to a Shoulder Partner and share your answers.

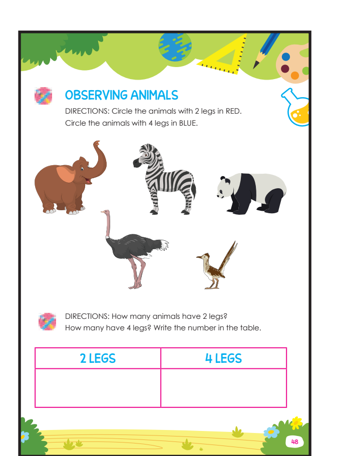

STUDENTS DO: Share with a **Shoulder Partner** the three life stages.

TEACHER SAY:
I am so proud of you all.
You could use what you learned before to help you identify the baby, child and adult horse.
What clues did you see in the picture that helped you identify the life stages?

TEACHER DO: Take volunteers to share. Students should identify the size of the animal, how the animal is standing or eating in the picture (baby is laying down, adult is standing all alone).


STUDENTS DO: Volunteer responses to teacher questions.

5. TEACHER DO: The next page in the student book will first be used for observation. Students will analyze the pictures of the animals to identify similarities and differences. If possible, have larger pictures of the animals to share with the class and for students to be able to physically move around. Students will be sorting and classifying by similarities. Being able to move the animal images into groups will be helpful in seeing the similarities as the images are presented in the student book, side by side.



TEACHER SAY:
When we talked about how our families help us, we learned what is the same in our families and what is different. Just like human families, not all animals are the same.
Let's take some time to observe how animals are the same and how animals are different.
Turn to page 48: Observing Animals
I can see an elephant, a zebra, a small bird, an ostrich and a panda bear. Take a moment to look for ways some of these animals are the same.


STUDENTS DO: Quietly look at the pictures for similarities.

TEACHER DO: Allow for 2-3 quiet minutes for students to observe.

TEACHER SAY:
Who can share something they can see that is the same?

TEACHER DO: Use **Calling Sticks** to have four to five students share a similarity they can observe.


STUDENTS DO: Respond to the question when called on.

TEACHER SAY:
Who can share something they can see that is different? Talk to your Shoulder Partners first, then I will call on a few students to answer.


STUDENTS DO: Share differences they see with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have four to five students share a difference.


STUDENTS DO: Respond to the question when called on.

Note to Teacher: If you are able to have actual or digital images of the animals that students can move around, sort those images as a whole class in different ways before sorting by legs in the student book.

6. TEACHER SAY:
Great job observing!
Just like we can sort objects by color or sort shapes in math, we can sort the animals into groups using some of the similarities we identified.
Let's sort the animals in our book by the number of legs.



READ ALOUD: Circle the animals with 2 legs in RED. Circle the animals with 4 legs in BLUE.

TEACHER SAY: **How do we find out how many legs an animal has?**

TEACHER DO: Use **Calling Sticks** to call on a few students for ideas.

TEACHER SAY: **That's right, we count them! Count the legs in each picture. If you count only 2 legs, circle that animal with red.**



STUDENTS DO: Count legs in each picture and circle the animals with 2 legs in red. (bird, ostrich)

TEACHER SAY: **Now, let's look for animals that have four legs. Remember to count the legs. When you find four legs, circle that animal in blue.**



STUDENTS DO: Count legs in each picture and circle the animals with 4 legs in blue. (elephant, zebra, panda bear)

TEACHERS DO: Provide enough time for students to circle. Monitor students and assist with counting legs if necessary. You can also count all the animal legs before having students begin working independently.

7. Once students have correctly identified the animals with 2 and 4 legs, they will go one step further and count the total number of animals in each category. This is another opportunity for students to practice careful observation and use math/counting skills.

TEACHER SAY:
Great job sorting by similarities.
Now that we have sorted the animals, let's count our groups.
We can count to learn about our sort. Look at the bottom of the page. Do you see a box with lines in it that make four smaller boxes? This is called a Table. A table lets us keep track of things we have sorted into groups. Repeat that after me: Table.



STUDENTS DO: Repeat "table."

TEACHER SAY: **Let's learn how a table works, then we will count our groups and fill out the table.**

TEACHER DO: Recreate the table in the student books on the board. Then point to the title boxes, labeled "2 legs" and "4 legs."

TEACHER SAY: **The boxes on the top tell us what two groups we will be counting and recording. These boxes say "2 Legs" and "4 Legs." These are the titles for our groups. Now, what do you see under both of these boxes? Turn to tell your Shoulder Partner.**



STUDENTS DO: Tell their **Shoulder Partner** what they see: an empty box under each title.

TEACHER SAY: **I see an empty box under each of our titles. In these boxes, we are going to record t he number of pictures in the group. For example, under "2 Legs" we will write the number of animals with 2 legs, and under "4 Legs" we will record the number of animals with 4 Legs. Let's review that to make sure we understand. Who can tell me what I am going to count and write in the box under "2 Legs?"**

TEACHER DO: Call on a student to offer ideas using **Calling Sticks** or raised hands.

TEACHER SAY: **Wonderful. Now, let's read the directions and we'll get started.**



READ ALOUD: How many animals have 2 legs? How many have 4 legs? Write the number on the table.

TEACHER SAY: **Start with 2 Legs. Count the number of animals on your page with 2 legs, and write that number on the bottom under the title that says "2 Legs."**

 **STUDENTS DO:** Count how many and record the number.

TEACHER SAY: Next, count the animals with 4 legs. These are the ones you circled in blue. Count the number of animals on your page with 4 legs, and write that number on the bottom under the title that says "4 Legs."

 **STUDENTS DO:** Count how many and record the number.

8. Note to teacher: You may wish to pause before going go the next step to ask students to name the animals that have 2 legs and 4 legs to provide additional language/vocabulary practice.

TEACHER SAY:
Let's share what you found out and see if we all have the same answer.
Can you show on your fingers how many animals on your page have 2 legs?

 **STUDENTS DO:** Show the number of two-legged animals they counted on their fingers.

TEACHER DO: Write the number students show on the board in your table.

TEACHER SAY:
Make sure that is the number you wrote on the bottom of the page under the title that says "2 Legs." Now can you show me on your fingers how many animals on your page have 4 legs.

 **STUDENTS DO:** Show the number of four-legged animals they counted on their fingers.

TEACHER DO: Write the number students show on the board in your table.

9. TEACHER DO: At this point in the school year, students should be able to compare numbers. Continue the discussion to allow students to practice additional mathematics skills.

TEACHER SAY: Now that we know how many are in each group, we can compare the numbers. Which group has MORE? Talk to your Shoulder Partner to decide. Then, color the group with more in the table YELLOW.
Remember, more means the group that has a larger amount- the number is bigger.

 **STUDENTS DO:** Compare the two groups, decide that there are more animals with four legs, and color the column labeled "4 Legs."

Note to Teacher: Use your judgment on how much support students need in identifying more and less based on how students are doing in their math work.

TEACHER SAY:
Great job using your numbers to help learn about your sort!

10. TEACHER DO: Before starting the next activity, hang up the following pictures (or display digital images) around the room: hawk, rabbit, frog, giraffe, penguin, kangaroo and horse.

Note to Teacher: If you do not have access to real or digital images, you can draw examples of animals with two legs and animals with four legs. Or, you can have students share animals they are familiar with then as a class decide if the animal has two or four legs.

TEACHER SAY:
We just finished sorting by number of legs.
Let's see if we can draw an animal that has 2 legs and an animal that has 4 legs so you can add to our groups.
Before we start in our student book, let's get up and moving.
I have hung pictures around the room. We are going to look at the pictures and study them so we know how to draw an animal with legs.
When I say go, I want you to stand up from your chair, then push your chair under your table and stand behind it. Then freeze and wait for the next direction. Ready? "Go."

 **STUDENTS DO:** Stand up, push chair under the table and stand behind it.

TEACHER SAY: This time, when I say "go," I want you to find the picture that is closest to you and walk quietly over to it. Stand near it so that you can see well, but don't touch it. Ready? Go.



STUDENTS DO: Walk quietly over to the nearest picture and stand near it.

TEACHER SAY: Thank you for moving quickly and quietly. Now that you are in front of a picture, count the legs of the animal you see. Hold up your fingers with the number of legs you see. Then study the picture so you can imagine how you might draw the animal.



STUDENTS DO: Study the picture. Hold up either 2 or 4 fingers.

TEACHER SAY: Now, I am going to say "Next." When I say "next," I want everyone to find the nearest picture to your right and move to stand in front of it. Can everyone raise their right hand?



STUDENTS DO: Raise right hands.

TEACHER SAY: Great, that's the direction you are going to walk when I say Next.

TEACHER DO: Say "next" and help students remember which direction to move. At each new picture, ask students to hold up their fingers with the number of legs they see, pause for one minute for students to observe, then call out next again. Periodically remind students that they are supposed to be counting the legs of each animal and thinking about how they might draw it.

Note to Teacher: You can choose to allow students freedom to move from picture to picture. Or, if you want to provide more structure, split the class evenly amongst the pictures. Continue until each group has visited all animal pictures.



STUDENTS DO: Move, count the number of legs on each animal and study each image.

TEACHERS DO: Move around with the students and prompt counting. Ask "How many legs does ______ have?" Then bring students back to their tables to continue the lesson.

11. TEACHER DO: Bring the class back together and work as a class to summarize the learning.

THE WORLD AROUND ME
2 LEGS AND 4 LEGS
DIRECTIONS: Draw an animal that can fit into the 2-leg group and draw an animal that can fit into the 4- leg group.
2 Legs
4 Legs
49

TEACHER SAY:
Thank you for counting around the room.
Who can point to an animal that had 2 legs? (take a student response)
Who can point to an animal that had 4 legs? (take a student response)
Turn to page 49 in your student book, 2 Legs and 4 Legs.
I want you to show me what you observed and learned. You observed animals with 2 legs. You observed animals with 4 legs.



READ ALOUD: Draw an animal that can fit into the 2-leg group and draw an animal that can fit into the 4- leg group.



STUDENTS DO: Draw in their student book to show an animal with the correct number of legs.

TEACHER DO: Use the activity to see if students are able to correctly draw and count a group of 2 and a group of 4.

12. Closing: Thank students for applying their counting skills and observation skills to discover about animals.

TEACHER SAY:
We all worked hard naming our life stages and identifying animal life stages.
We also observed animals and found similarities and differences.
Tomorrow, we will learn more about people. We will discover the needs we have as humans to stay safe and healthy. Turn to your Shoulder Partner and tell them one thing you think you need to stay healthy.



STUDENTS DO: Turn to **Shoulder Partner** and share ideas.



Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify how humans meet their basic needs. • Identify how parents help meet human needs.	• Needs

MATERIALS

Student book	Pencils	Crayons	Chart Paper
			



Discover (90 mins)

Directions

1. Introduction: Open the work for today by having a discussion of wants and needs. Hang up chart paper to write on at the front of the room.

TEACHER SAY:
At the end of the day yesterday, we shared with a partner one thing we think we need to stay alive and healthy. Today we will learn about our basic needs.
There is a difference between things you NEED and things you WANT or LIKE to have.
Let's start by making a long list of things we have or like to have.
I will start.
I like to have my television.

2. TEACHER DO: Write television on chart paper.

TEACHER SAY:
I also like to eat koshari.

TEACHER DO: Add koshari to the list.

TEACHER SAY:
Who else can share things they like?

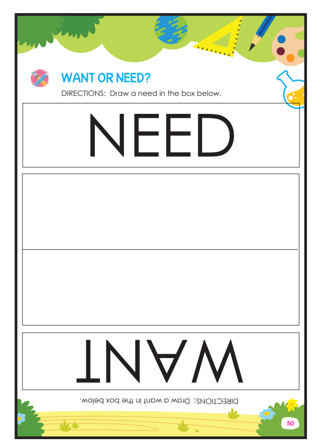
TEACHER DO: Take volunteers or use **Calling Sticks** to add at least 10 items to the list. Make sure as you record their ideas that you have a mix of wants (toys, electronics, etc.) and needs (home, clothing, food, water).

 **STUDENTS DO:** Volunteer responses to share things students like.

TEACHER SAY:
We made a great list of things we like. Let's learn the difference between things we like or want, and things we need.
A NEED is something we must have to stay healthy and safe.
A WANT is something that is nice to have, but isn't required to keep us healthy and safe.

Some of the things on our list are NEEDS, but some are WANTS.
Wants are things that are nice to have, but we can live without them.

3. TEACHER DO: Pass out student books, pencils and crayons. The following page in the student book has the words "Want" and "Need" on it. Depending on how students hold the book a different word will be right side up or upside down. Practice flipping the book to show a different word.



TEACHER SAY:
Open to page 50: Want or Need?
We are going to use this page to help sort our list.
Fold back your booklet so only this page shows.
Do you see how it says NEED on the top facing up?
Do you see how it says WANT on the bottom facing the other direction?
Everyone will hold this page up in the air.
I will read each item on the list.
If you think it is a NEED, turn the book so I see the word NEED.
If you think it is a WANT, turn the book the other way so I see the word WANT.
Let's practice together.
Hold up the word need.
Turn your book the other direction and now hold up the word want.



STUDENTS DO: Turn the student book upside down to show one word, then flip the page to show the other word.

TEACHER SAY:
Let's start.
If you tell me something is a need I will circle it in RED.
If you tell me something is a want I will circle it in BLUE.
TEACHER DO: Read each item on the list and wait for students to show either "NEED" or "WANT" with their student book. Then circle the item appropriately. Repeat until all items have been circled. If students disagree, ask students to explain why they answered "want" or "need," then remind students of the definition of each and help them decide on one answer.

Note to Teacher: If red and blue are not options, you can circle and box the two categories instead. Needs are anything that provides protection or safety (clothing to keep us warm or cool, homes to live in), food (healthy) and drink (water).

TEACHER SAY:
Yesterday we made groups out of animals with 2 and with 4 legs. Today, we can make groups to show wants and needs. Let's show what we know about NEEDS. Please draw a picture in the box below the word NEED to show me one need you have.



READ ALOUD: Draw a need in the box below.



STUDENTS DO: Draw a need.

TEACHER DO: Use this activity as an informal assessment of your students' understanding of basic needs.

4. TEACHER DO: Students will further categorize the list by moving around the room and sharing ideas with peers.

TEACHER SAY:
We can share what we drew.
Hold up your book high so everyone can see what you drew.
Look around the room at everyone's drawings of NEEDS. Look carefully.
Everyone will stand up and move around the room to find a partner.
When I say "go," pick up your student book and walk around to find someone who drew a DIFFERENT need than you. When you find someone, stand still, quiet your voices and raise your hands in the air. When most of us find partners, I will say "Share."
Share the needs you drew. Ready? Go.



STUDENTS DO: Move around to find a partner who identified a different need from their

own picture, then raise their hands and wait for you to call "share."

TEACHER DO: Wait until you see most hands in the air, then call out "share." Help the students who don't have partners connect, even if their drawings are similar.

 **STUDENTS DO:** Share the picture they drew and discuss differences.

TEACHER SAY:
Say thank you to your partner.
Now, when I say "go," walk around to find someone who drew the SAME need as you. Please sit down next to that partner.

 **STUDENTS DO:** Find a partner with the same need and sit down with that partner.

5. TEACHER DO: Once students are sitting with a partner you will begin guiding students to connect needs with adults who help meet that need. Connect this learning to what was discussed previously about how adults help us in our daily routines. You can connect a need to part of a routine discussed in the class. For example, if students are sharing the basic need of food you can connect this to parts of their daily routine when students are eating.

TEACHER SAY:
Right now you are all children.
You often need adults to help you meet your needs.
Think about the need you drew.
Who helps you meet this need?

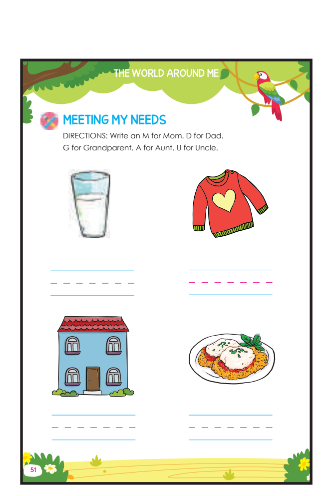
TEACHER DO: Provide a minute for students to think of an adult who helps meet their need.

TEACHER SAY:
Turn to your partner.
Share who in your family helps you meet this need.
Is it your mommy? Daddy? Grandparent? Aunt or Uncle?

 **STUDENTS DO:** Share the adult in their life that helps meet a basic need.

TEACHER SAY:
Say thank you to your partner and move back to your original seat.

 **STUDENTS DO:** Move back to their seat with supplies.





6. TEACHER SAY:
Turn your student book to page 51: Meeting My Needs
Look at the basic needs on the page.
Under each need, you will write the first letter of the adult who helps you meet that need.

 **READ ALOUD:** Write an M for Mommy. D for Daddy. G for Grandparent. A for Aunt or U for Uncle.

TEACHER DO: Write the letters and the words they begin on the board as you read the directions for students who need a visual prompt. Also encourage students to use the written directions if they forget how to form a letter.

 **STUDENTS DO:** Write the first letter under each picture to indicate who helps them meet their needs.

TEACHER DO: Ask students guiding questions as you monitor their work. How does mommy help you meet that need? What does daddy do to meet your needs?

Note to Teacher: Use your judgment as to whether students know the letters needed to complete the activity. Review each letter in the student book and if necessary, have students circle each letter in the directions to help students copy as they complete the activity.

7. TEACHER SAY:
I wonder, have the adults in our life always helped us in the same way?
Think about when you were a baby.
How did your parents help you eat food?
How do your parents help you now?
Think to yourself for a minute, then when I say "Share," turn to share your ideas with a Shoulder Partner.

TEACHER DO: Use **Think, Pair, Share** to give students time to consider your question on their own before sharing with a partner. Provide students with thinking time (one minute) to think about changes in meeting needs as they grow older, then say "Share" to cue them to turn to their partners.



STUDENTS DO: Think about how adults have helped them differently as students grow and change. Then turn to a partner and share ideas.

TEACHER SAY:
Let's act out being parents and babies.
Turn to a partner next to you.
One person will be the baby and one person will be the adult.
First, the parent acts out feeding a baby with a spoon.



STUDENTS DO: One student pretends to feed the baby with a spoon.

TEACHER SAY:
Now switch roles.
Act out the same thing again.



STUDENTS DO: Act out the feeding scenario again but with roles reversed.

TEACHER SAY:
Since I don't see any of your parents feeding you at lunchtime (pause for giggles), I think they help you now in different ways.
How do your parents help you eat food now?
Share with your partner.



STUDENTS DO: Discuss briefly how an adult helps them eat food now.

TEACHER DO : Use **Calling Sticks** to have 2-3 students answer the question to the class.

TEACHER SAY:
Everyone, pretend you are an adult getting food for your child.
Act out how you help your child.



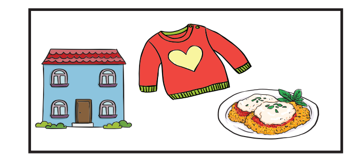
STUDENTS DO: Act out preparing food for a child.

8. Closing: Review the new concepts from today.

TEACHER SAY:
We were able to identify our basic needs today.
We connected those needs to adults in our lives.
Tomorrow we will make connections to animals' basic needs.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Observe animals in their environment. • Describe animals' basic needs. • Compare animal needs to human needs.	• Environment • Needs

MATERIALS				
Student book	Pencils	Crayons	Chart Paper	Images of basic needs (home, food, water, clothing, family)
				



Discover (90 mins)

Directions

1. Introduction: Prepare students for outdoor observations today. Review expectations for being outside.

Note to Teacher: Choose an area outside of the classroom carefully. Think about where you are most likely to see animals, such as birds, lizards, etc. If you are unable to take students outside consider sitting near a window. If you do not think any area will provide students an opportunity to see an animal, use images of animals from your area to share and discuss with students. You may also choose to use digital resources, including videos and images. Select resources that show animals native to your area and if possible, homes that the animals live in.

TEACHER SAY:
Today we will think about animals in our environment.
We will think about how those animals meet their needs.
What animals have you seen around our school or around your home?

TEACHER DO: Use **Calling Sticks** to take about 5-6 responses and write the names of the animals mentioned in a list on the board to model note taking. Modify the following directions if you are not taking students outside.

 **STUDENTS DO:** Respond to teacher questions when called on.

TEACHER SAY:
We are going to go on a nature walk today.
While we are outside, I want us to look for animals.
I also want us think about where those animals might live.

2. TEACHER DO: Review rules and expectations for going outside as a class. You can refer back to the nature observation made in the previous theme. When the class is ready, line up students and go outside to a predetermined area or on a predetermined walk around the school yard.

Note to Teacher: Where appropriate, stop and point out animals you have seen or still might be able to see. If you notice bird nests or other animal homes (mounds in dirt or sand) stop and point them out as a class. You can also have students raise their hands when they see an animal. When appropriate, stop the group and have the student point to or identify the animal observed.

TEACHER DO: After observing a couple of animals outdoors, bring the class back inside. Be aware that you may only be able to see birds flying above or insects in the school yard. Focus student attention to areas where an animal might live or an area that you have seen an animal before.

3. TEACHER DO: Once back in the classroom, pass out student books, pencils and crayons.



TEACHER SAY:
We saw a lot on our walk together.
Before sharing, we can take a moment to record our ideas.
Open to page 52: My Observation Notes.
You can quickly draw an animal you saw or an animal home.

 **READ ALOUD:** Draw to show one animal or signs of an animal you observed.

 **STUDENTS DO:** Independently record an observation from the nature walk.

4. TEACHER DO: Start a list of animals on chart paper in the front of the room. Use **Calling Sticks** to start the list. After listing 5-6 animals common to the area, you can take volunteers to add any more to the list that a student wants to share. If you did not see many animals on the walk, expand the question to include what other animals the students have seen recently. Challenge the students to think about animals they have seen in the world around them. What animals can they see in their neighborhood and community?

TEACHER SAY:
Let's record a list of animals that we saw today and add them to the animals we know we have seen around our school and homes before.

 **STUDENTS DO:** Share ideas.

TEACHER SAY:
This list reminds us that there are many animals in the world around us! Yesterday, we talked about our basic needs as people. Just like us, animals have basic needs, too.
Think about what we need as people.
What do you think animals also need?
Whisper some answers in your hands.

 **STUDENTS DO:** Think about possible animal needs, whispering answers in their hands.

5. TEACHER DO: Guide students to make connections about their own needs and needs of animals. Show images to prompt student thinking about their needs. Have pictures of a home, clothing, shoes, food, water and a family.

TEACHER SAY:
Here are pictures of things we decided we needed to have to stay safe and healthy. Let's think. Do animals need the same things?
Let's go through some needs one by one. Turn to your Shoulder Partner to decide if animals also need each thing.

TEACHER DO: Go through each need image together and allow students to talk to a **Shoulder Partner** if they think an animal needs the same things that we need. Students should be able to identify that animals also need food and water. However, animals do not need shoes and clothing. Ask students to think about why animals do not need shoes and clothing. Prompt students to think about what the animal has to help protect their body instead of shoes and clothing. You can extend student thinking by allowing students an opportunity to ask questions about animals they have observed or animal needs.



6. Closing: End the day by providing an opportunity for students to continue their thinking about animal basic needs.

TEACHER SAY:
We observed animals and where they live.
We identified animals' basic needs.
Animals need food and water and a place to live.
What questions do you still have about animal needs?
Note to teacher: In future grades, students will learn that all living things also need air to breathe. If a student mentions this, add it to the list of what all animals need. Otherwise, it does not need to be introduced as the concept of air that you can't see is hard for this age group to grasp.

TEACHER DO: Call on students who volunteer an answer to the question.

 **STUDENTS DO:** Volunteer responses to the question.

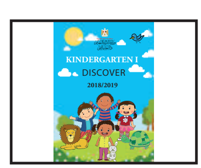
TEACHER SAY:
Just as we have adults in our lives that help us in many ways, many animals have parents who help meet these needs as they grow.
Tomorrow, we will continue learning about animals to determine how animal parents help baby and younger animals meet their basic needs.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Use the library to find animal books. • View and describe how animal parents meet needs.	• Adult • Baby • Life stages • Needs	Prior to taking students to the library, work with the librarian to ensure that books on the following animals are available: crocodile, camel, ibis, cobra, goose. If these animals are not available consider the following alternatives: turtle, any type of fish, horse, or find books that are available and adjust the lesson accordingly. In each book, mark the pages that discuss how adult animals help baby animals. Also prepare a chart that shows pictures of the animals you selected via the library visit.

MATERIALS

Student book



Pencils



Crayons



Preselected books on a variety of animals (crocodile, camel, ibis, cobra, goose)



Learn (90 mins)

Directions

1. Introduction: Today you will be using the library to select and learn from books on animals. If you are unable to visit the library, you can have the books available in your own classroom. Be sure to modify the lesson accordingly. An alternative to visiting the library is to conduct this lesson using digital sources. Be sure to search ahead of time for information about adult and baby interactions using the EKB or internet.

TEACHER SAY:
We have learned a lot about animals so far! Who can remember the name of an animal that has 2 legs? 4 legs?

TEACHER DO: Call on students with hands raised to answer.

TEACHER SAY: Today, we will begin studying how animal parents help baby animals meet their needs. This will help us with our final project in the Chapter.
Adult animals help their babies in many different ways.
We can learn about this topic by reading books.
Where can we find books at our school?



STUDENTS DO: Identify the classroom, and, if applicable, and the library.

TEACHER SAY:
That's right, the library! Today, we are going to visit the library as a class.
Who works in the library and can help us locate books?



STUDENTS DO: Identify the librarian.

2. TEACHER DO: If students do not identify the librarian, teach them the word and briefly describe the role. Display images of the animals students will read about in the library. Preview the pictures as a class before going to the library. Name each animal together.

TEACHER DO: Hold up a picture of one of the animals that has a corresponding book in the library.

TEACHER SAY: **Who knows the name of this animal?**

TEACHER DO: Call on a student with a raised hand, and repeat for other pictures. If students do not know a certain animal, name it for them and have them repeat the name. When you are done reviewing pictures, prepare students for going to the library. Review behavior expectations. Praise students for prior appropriate behavior. Line students up to go to the library.

STUDENTS DO: Review names of animals. Review expectations for visiting the library. Once students arrive at the library, seat them in an area where they can all hear you and the librarian read.

Note to Teacher: Before arriving at the library, have the librarian pull aside the books you need for the lesson. In each book, mark the pages that discuss how adult animals help baby animals. You do not need to read each book in its entirety. You want to focus on the pages that discuss animal adult and baby interactions.

TEACHER SAY:
We will use nonfiction books to help us learn today. Nonfiction means the book tells us real information instead of telling us stories about characters.
Let's all say that word together – "nonfiction." (pause to let students repeat)
The question we want to answer is "How do adult animals help baby animals meet their needs?"
Can you repeat that question after me?



STUDENTS DO: Repeat the question.

TEACHER SAY:
Good job. Keep that question in mind as we read these nonfiction books.
The librarian and I will read part of each book.
As we read, think about how the adult animal is helping the baby animal.
Think about if the adult is helping in the same way human adults help us.

3. TEACHER DO: Read selections from each book. After each book, stop and provide time for students to discuss what they heard with a **Shoulder Partner**. If you think students need to get up and move after reading, students can stand and share with a **Shoulder Partner**. After reading all books, students can play **Shake it, Share it, High Five** to discuss how an adult helps a baby animal.



STUDENTS DO: Listen as books are being read. When directed, turn and talk to a partner about information heard about adult and baby animals.

TEACHER SAY:
We read about several different animals.
When we get back to our classroom, we will share and discuss what we learned.
Say thank you to the librarian for helping us learn today.

4. TEACHER DO: Take students back to the classroom. Once in the room, transition students back to their seats. While students are getting settled, tape or hang a chart with pictures of each animal you read about in the front of the room.

TEACHER SAY:
We learned a lot about how animal parents can help animal babies.
Let's record what we have learned to help us remember.
I have all the animals we read about hanging in the front of our room.
In small groups, we can discuss how the parents meet needs.

5. TEACHER DO: Put students into groups of 4-5 or table groups if that works better for your classroom. Have **Talking Sticks** ready to use to facilitate discussions. Once students are in groups, ask students to discuss each animal. Prompt groups with the animal to discuss. Each student can then share one way that adult animal helps the baby animal.

TEACHER SAY:
First, take turns sharing how the adult ______ helps its baby.

 **STUDENTS DO:** Take turns in their groups to share about the animal.

TEACHER DO: After students have discussed each animal, choose a group to share what they learned with the class. Add this to the chart at the front of the room.

6. Closing: Summarize the work students did today.

TEACHER SAY:
We researched about animals to learn how adults help babies meet needs.
Think to yourself for a moment: How did animals care for babies in the same way? How did caring for needs look different?

 **STUDENTS DO:** Quietly consider the answers to both questions.

TEACHER SAY:
Tomorrow we will work together to show what we learned today.

Lesson 6

Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Collaborate to illustrate an adult animal meeting the needs of a baby animal.	• Adult • Baby • Need

MATERIALS

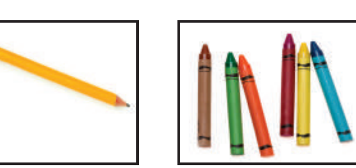
Large paper for drawing/artwork



Pencils

Crayons





Animal Images (use the animals researched the previous day in the library)



Learn (90 mins)

Directions

1. Introduction: Begin the session by displaying images of the animals the class read about yesterday.

TEACHER SAY:
Yesterday we read nonfiction books about adult and baby animals.
Let's review what we learned.
I will call out an animal.
If you remember how that adult helps its baby, stand up quickly.
I will call on a student who stands up to tell us what you remember.
_______ (state an animal researched).



STUDENTS DO: Stand up if they have an answer to share with the class. Respond to the teacher if called on.

TEACHER DO: Call on a student who stands up. Invite 2-3 students to share an answer for each animal. Repeat for each animal researched the day before.

2. TEACHER DO: Arrange the animal images so that they are spread out in different areas of the room. Students will be moving to an animal to draw today. If practical, allow students to self-select the animal they want to draw and consider.

TEACHER SAY:
You remember many things about how adult animals care for their babies! Today, you will work with a partner to show in a drawing how an adult animal helps meet the needs of its baby.
I have put the images of the animals around the room.
When I say "go," move to an animal that you want to draw about today and stand near it to wait for the next instruction. Ready? Go.



STUDENTS DO: Move to an animal picture and stay standing near it.

TEACHER SAY:
Now that you have chosen an animal, choose a partner who also want to work on that animal.

You will collaborate, which means work together, with a partner to draw today.

 **STUDENTS DO:** Select a partner at the same picture.

TEACHER DO: As students move, make sure each person is able to find a partner. If necessary ask a child to possibly change the animal he or she initially chose to ensure each student has a partner. You can also consider making groups of three if feasible.

3. TEACHER DO: Provide each group with a large piece of paper that multiple partners can draw on at the same time. Arrange groups in a way that both children have access to the paper.

Note to teacher: If you don't have access to large paper, provide multiple sheets of smaller paper, and tell the groups that you will be hanging their pictures up near each other.

TEACHER SAY:
You will work with your partner to illustrate how a parent helps meet the baby's needs.
First, you and your partner will have to decide on what need you want to illustrate.
You can show how the parent protects the baby.
You can show how the parent feeds the baby.
You can show how the parent provides a home for the baby.
As you talk with your partner, listen respectfully to his or her ideas.
Then together, decide on one need to show. Try to pick a different need than others at the same picture.

 **STUDENTS DO:** Discuss the need the partners want to show in their illustration.

TEACHER DO: Move around the room as pairs are deciding. You can ask student to raise their hands or put their hands on their heads to show you when partners have decided on a need. When most groups have made a choice bring the class back together.

TEACHER SAY:
If your group decided to show __________ raise your hands.

TEACHER DO: Repeat for each need. Use this time as an opportunity to ensure all partners have decided on what they will draw collaboratively.

 **STUDENTS DO:** Raise their hands in response to the prompts.

4. TEACHER DO: Students may want to start drawing immediately. Encourage students to plan and talk about what to draw first. This is a practice that they will develop further in higher grades.

TEACHER SAY:
Using your crayons, pencils and the large piece of paper, you and your partner will illustrate the adult animal, the baby animal and show how the adult is helping the baby.
BEFORE you start drawing, take time to talk to your partner to PLAN your ideas.
As you talk to your partner I will be walking around.
Make sure you both agree on what the adult animal is doing in the picture and what the baby animal will be doing.

TEACHER DO: Walk around while groups discuss. Prompt with questions to guide their thinking
- What need will you show being met?
- How will you show the adult animal? What is the adult animal doing?
- How will you show the baby animal? What is the baby animal doing?
- Where will you draw the animals?

 **STUDENTS DO:** Share ideas with a partner. Decide together what is going to be included in the illustration.

5. TEACHER DO: Before letting groups start on their pictures, make sure you have checked in with all groups to ensure they have an idea about what to put in the picture. Remind students while they work about what should be included.

TEACHER SAY:
Now that all groups have their ideas we can start our pictures.
Remember as you are working you need to include:
The adult animal,
The baby animal,
AND - The need being met.
If your group has a question or needs help, raise your hands and I will come over. You can also ask other partners at the same picture to help you.


STUDENTS DO: Collaborate to draw a picture showing an adult animal helping the baby animal meet a need.

6. TEACHER DO: Walk around the room. Assist groups who raise their hands. Ask guiding questions to have students explain their pictures:

a. What need are you showing?
b. How are you drawing the adult animal? What is the adult animal doing?
c. How are you drawing the baby animal? What is the baby animal doing?
d. Where will you draw the animals?

Students should have at least 20 minutes to work. Use your judgment if groups need more time to complete their drawings.

7. TEACHER DO: Once groups are done illustrating, transition students by having them put away supplies.

TEACHER SAY:
I love how everyone was collaborating on their pictures. Let's put all of our coloring tools away so that we can focus on sharing what we drew.
We can learn from each other.
I am going to put everyone into small groups for sharing.


STUDENTS DO: Clean and put away coloring supplies.

8. TEACHER DO: Sort students into new groups so different animals are represented in each group. Groups will probably consist of 4-5 partners. In these groups, each partner will share the animal they drew and explain how the adult is helping the baby animal. The pictures can be hung up around the room once sharing is finished and students can walk around and look at each picture.

TEACHER SAY:
Each partner group will share their drawing with the rest of the larger group.
Make sure you listen respectfully to each person who shares.
We can learn from the others in our group.
When it is your turn to share, describe your drawing. Tell the group what animal you drew, and what need is being met in your picture.


STUDENTS DO: Share in their groups, explaining the animal drawn and the need being met.

TEACHER DO: Move around the room as groups share. Listen as students present their pictures. Use the sharing as an informal assessment of student's understanding of adult and baby animal relationships.

9. Closing: End the lesson by reviewing the work done today.

TEACHER SAY:
Everyone worked hard to share what they learned at the library yesterday.
We were able to show an adult animal helping a baby animal meet a need.
Please put your work on your table.
We will end our day by walking around and looking at everyone's work.
As you observe the pictures, think if you can identify the animal and need being met in the picture.


STUDENTS DO: Walk around the room observing all animal pictures created today.

TEACHER DO: Move around the room with students and prompt students to think about the animal in the picture and how that animal is meeting the baby's need.

TEACHER SAY:
Thank you for analyzing the pictures we created today. So far, we have observed animals right outside of our school and have learned more about animals that live in our country. Tomorrow we will look at animals who do NOT live in Egypt. We can compare those animals to the animals we have researched!

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Identify and sort animals by habitat. • Count, graph and compare numbers of animals. • Infer a baby animal's parent by listening to characteristics. • Relate information on where animals live to a graphical representation.	• Habitat • Ocean • Forest • Arctic	Have images of animals less likely to be found in Egypt hung around the room. Think about animals your students might have less familiarity with. Options include animals from arctic areas (polar bears, penguins, seals), animals from tropical areas (toucan, red eye tree frog), oceans (dolphin, whales, tropical fish).

MATERIALS

Student book



Pencils



Crayons



Images of animals not commonly found in Egypt



Learn (90 mins)

Directions



1. Introduction: Begin the day by passing out student books and having students open to page 53: Are You My Mommy?

TEACHER SAY:
To start our session today, we are going to see if we can match a description of a baby animal to its mother. Open your student books to page 53: Are You My Mommy?
Look at all the adult animals on this page.
What do you see? Raise your hand if you know the name of one of the animals.



STUDENTS DO: Raise hand to identify the animals on the page.

TEACHER DO: Call on students to identify each animal on the page.

TEACHER SAY:
Good job! You know a lot of animal names! We are going to play a game called "Are You My Mother?" Let's read the directions.



READ ALOUD: Look at the adult animals. Listen to your teacher then point to the correct animal.

TEACHER SAY:
Baby animals are trying to find their parents.
I am going to read to you about baby animal. I am not going to give you its name, just describe it.
Your job is to find the parent on the page, and point to it.
Are you ready?

Give me a thumbs up if you are ready!

 **STUDENTS DO:** Gives a thumbs up to the teacher.

2. TEACHER DO: You will read descriptions that include clues about animals' habitat and characteristics to students. Students will analyze the clues and identify the correct adult female animal.

TEACHER SAY:
I live in a nest in a tree.
My mommy flies to bring food to the nest so I can eat.
When I was still in an egg, mommy sat on me to keep me safe and warm.
Who is my mother?
Put your finger on this baby's mother.

 **STUDENTS DO:** Point to the bird in the student book.

TEACHER DO: Quickly move around the room to see the animals students have identified, or have the students hold up their student books while still pointing to the adult animal.

TEACHER SAY:
Great job!
This baby's mother is the bird!
How did you know?
Turn to a Shoulder Partner to share.

 **STUDENTS DO:** Share how the student knew the mother with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have 3-4 students share how they knew the bird was the mother. Answers can include: birds can fly, birds hatch from eggs, mother birds feed baby birds.

TEACHER SAY:
Here is the next baby animal.
My mommy swims in the water to find food.
My mommy has a hard shell.
My mommy lives in the sea.
Who is my mother?
Put your finger on this baby's mother.

 **STUDENTS DO:** Point to the mother in the student book.

TEACHER DO: Quickly move around the room to see the animals students have identified, or have the students hold up their student books while still pointing to the adult animal.

TEACHER SAY:
Great job!
This baby's mother is the turtle!
How did you know?
Turn to a Shoulder Partner to share.

 **STUDENTS DO:** Share how the student knew the mother with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have 3-4 students share how they knew the turtle was the mother. Answers can include: some turtles can swim, turtles have a hard shell.

TEACHER SAY:
Here is the next baby animal.
My mommy has a long neck to eat food.
My mommy looks all around to check for danger to keep me safe.
I drink milk from my mommy.
Who is my mother?
Put your finger on this baby's mother.

 **STUDENTS DO:** Point to the mother in the student book.

TEACHER DO: Quickly move around the room to see the animals students have identified, or have the students hold up their student books while still pointing to the adult animal.

TEACHER SAY:
Great job!
This baby's mother is the giraffe!
How did you know?
Turn to a Shoulder Partner to share.

 **STUDENTS DO:** Share how the student knew the mother with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have 3-4 students share how they knew the bird was the mother. Answers can include: giraffes have long necks, giraffe babies drink milk.

TEACHER SAY:
Here is the next baby animal.
When I was born, my mommy had to help me stand up on my four legs.
Now I can eat grass with my mommy.
My mommy has a big hump on her back.
Who is my mother?
Put your finger on this baby's mother.

 **STUDENTS DO:** Point to the mother in the student book.

TEACHER DO: Quickly move around the room to see the animals students have identified, or have the students hold up their student books while still pointing to the adult animal.

TEACHER SAY:
Great job!
This baby's mother is the camel!
How did you know?
Turn to a Shoulder Partner to share.

 **STUDENTS DO:** Share how the student knew the mother with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have 3-4 students share how they knew the bird was the mother. Answers can include: camels have a hump, camels can eat grass, camels have 4 legs.

3. TEACHER SAY:
We have identified the camel mommy, giraffe mommy, duck mommy and bird mommy.
Which animal do we have left?
Point to the animal.

 **STUDENTS DO:** Point to the fish.

TEACHER SAY:
Yes! We have not matched the fish with a baby animal.
I want you to think of clues the baby fish can give to describe its mommy.
Talk to a Shoulder Partner to share ideas.

 **STUDENTS DO:** Share possible clues for the baby crocodile with a partner.

TEACHER DO: After providing 2-3 minutes for students to share ideas, use **Calling Sticks** to have students share possible clues. Record the clues on chart paper. Once you have 4-5 clues for the baby fish, read them aloud to the class. The fish pictured is a Nile river perch. Feel free to provide additional details to students if you feel it is appropriate. Clues can include: Mommy lives in the water. I hatch from an egg. I eat meat. I have sharp teeth. My mommy can swim. My mommy has fins and a tail.

4. TEACHER DO: Have students leave their student books open. Students will now identify where each animal on the page lives. Provide students will green and blue crayons or markers.

TEACHER SAY: **We have learned a lot about animals and their babies. One thing we have**

learned about is where animals live. Let's see how much we know. The rest of the directions say:

 READ ALOUD: Circle the animals who live in or near water in blue. Circle the animals who live on land in green.

TEACHER SAY:
We can identify where these animals live.

 STUDENTS DO: Circle the animals who live near water in blue. Circle the animals who live on land in green.

TEACHER SAY:
Let's check our answers with our Shoulder Partner. Do you agree on each color circle? If you have a different color for one animal, talk about your reasons for choosing your color. See if you can agree on whether the animal lives near water or on land.

 STUDENTS DO: Compare their circle colors with a **Shoulder Partner** and discuss any on which they have different colors.

5. TEACHER DO: In addition to classifying animals based on habitat, students will use the pictures to practice and apply counting skills.

TEACHER SAY: **We just made two groups out of the animals! Now, let's count the groups we have sorted.**
How many animals on the page live in or near water?

 STUDENTS DO: Count how many animals live near water (2 animals).

TEACHER DO: Have students call out the answer to "How many?" as a whole class.

TEACHER SAY:
Call out your answer. Try to use a whole sentence.

 STUDENTS DO: Call out "2 animals live in or near water."

TEACHER SAY:
How many animals live on land?

 STUDENTS DO: Count how many animals live on land (3 animals).

TEACHER DO: Have students call out the answer to "How many?" as a whole class.

TEACHER SAY:
Call out your answer. Try to use a whole sentence.

 STUDENTS DO: Call out "3 animals live on land."

6. TEACHER DO: The following activity requires students to apply counting skills to the creation of a bar graph. This may be challenging for some students, so provide support appropriate for your classroom.

TEACHER SAY:
Now that we have counted our groups, we can organize our counting on a graph. Turn to page 54: Land and Water Graph
You can see a graph. We are going to color boxes to show how many animals we counted in each group.
Put your finger on the picture of water.
Put your finger on the picture of land.

 STUDENTS DO: Point to the picture of water. Then, point to the picture of land.

 READ ALOUD: Color the graph to show how many water animals you counted. Color on

the graph to show how many land animals you counted.

TEACHER SAY:
If you need to count how many for each group, you can count again. Remember, that to show a number we color the boxes going up from the right picture and we count the right number of boxes to color.

 **STUDENTS DO:** Color 2 boxes for water animals. Color 3 boxes for land animals.

TEACHER DO: Move around the room and check for students able to count and color the correct number. Have students stop and recount to make sure they colored the correct amount on the graph.

TEACHER SAY:
Look at the graph you just created.
Without counting or comparing numbers, which group do you think has more? Point to the group with more. Why do you think that?

 **STUDENTS DO:** Point to the group with more (land animals).

TEACHER DO: Call on a student to answer which group has more animals and encourage student to share how they got their answer.

TEACHER SAY:
Let's compare the numbers now, to see if _____'s answer is right. We know that we have 2 animals that live near water and 3 animals that live on land. Which number is greater or bigger: 2 or 3? Show me your answer on your fingers.

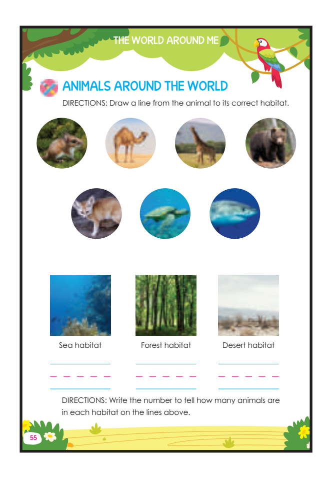
 **STUDENTS DO:** Show three fingers.
Great job counting, graphing, and comparing numbers!

7. TEACHER DO: Have students close their student books. Put the chart you created about animals around the school on day 2 back up at the front of the room. Engage students in a discussion about environment, habitat and climate.

TEACHER SAY:
Let's think about the animals we observed around our school. Let's think about the animals we observed in our books for the chart. I wonder if the land animals could live only in the water. I wonder if the water animals could live only on land.
What do you think?

 **STUDENTS DO:** Consider the effects of habitat and environment on the survival of animals.

TEACHER DO: Have students turn and share with a **Shoulder Partner** their ideas. Students can say yes or no as an answer as long as students are giving a reason as to why they think this way.



8. TEACHER DO: Pass out student books to students. Students will infer, based on environment, habitat and climate, where each animal lives.

TEACHER SAY:
Open your student books to page 55: Animals Around the World.
What do you notice about these animals?

 **STUDENTS DO:** Observe the animals on the page and volunteer answers.

TEACHER DO: Take student volunteers to identify characteristics of the animals. Answers could include: white fur, thick fur, bright colors. Students should also identify characteristics that are similar to animals they have observed so far during the Chapter (number of legs, size of the animals, etc.). If possible, find larger images of each animal in its habitat to show students to support learning.

TEACHER SAY:
All of these animals live in different areas of the world.
Some live in the water. This is called the SEA.
Point to the picture of the sea on your page. (pause for students to identify the picture of the ocean)
Some live where there are a lot of trees. This is called the FOREST.
Point to the picture of the forest on your page. (pause for students to identify the picture of the forest)
Some live where it is very hot and dry. This is called the DESERT.
Point to the picture of the desert on your page. (pause for students to identify the picture of the arctic)
We can sort these animals into their correct home, or habitat.

 **READ ALOUD:** Draw a line from the animal to its correct habitat.

TEACHER SAY:
Let's sort the first two animals together.
Point to the camel.
The camel has humps to store water..
The camel can survive in the heat.
The camel lives in a dry, hot habitat, the desert.
Let's all draw a line from the camel to the desert.

 **STUDENTS DO:** Draw a line from camel to the desert.

TEACHER SAY:
Point to the bear.
The bear has thick fur.
The bear has sharp claws to help climb trees
The bear lives in a habitat with trees, the forest.
Let's all draw a line from the bear to the forest.

 **STUDENTS DO:** Draw a line from the bear to the forest habitat.

TEACHER SAY:
Now it is your turn.
Finish sorting the animals using a pencil to draw your lines. When you are done, we will check answers as a group and you can draw your final lines in crayon.

Note to Teacher: If possible, after sorting, watch video clips as a class that shows some of these animals in their habitats. Students should be able to observe how the habitat is different from where they live.

9. TEACHER DO: When students are finished matching, walk through the rest of the pictures, asking students for which habitat they matched and reasons why. If students disagree, ask students with different answers to explain their thinking and come to a decision as a class. If students cannot decide, provide the answer and give reasons so they can learn something new.

10. TEACHER DO: Again, use the animals to provide an opportunity for students to practice counting and categorization skills.

TEACHER SAY:
Every day, we have been grouping things and counting our groups. Let's count our groups again today! How many animals did you find that live in a hot, dry habitat, the desert? Show me on your fingers.

 **STUDENTS DO:** Count animals sorted into the desert habitat and show the number on their fingers.

TEACHER SAY:
How many animals did you find that live in a habitat with many trees? Show me on your fingers.

 **STUDENTS DO:** Count animals sorted into the tree (forest) habitat and show the number on their fingers.

TEACHER SAY:
How many animals live in the water? Show me on your fingers.

 **STUDENTS DO:** Count animals sorted into the water habitat and show the number on their fingers.

TEACHER SAY:
Great counting! Now, see if you can write the number to tell how many with each habitat. If you need to count again, that's ok. It will help you practice! The directions on the bottom of the page say:

 **READ ALOUD:** Write the number to tell how many animals are in each habitat.

 **STUDENTS DO:** Record the number for each habitat on the line.

11. Closing: End the day by reviewing habitats discussed and challenging students to think of another animal that can live in each habitat.

TEACHER SAY:
We have observed animals that live in habitats in Egypt.
We have also explored animals from habitats around the world.
Can you think of another animal you know that can live in one of these habitats?

 **STUDENTS DO:** Volunteer new animals and the habitats in which they might live.

12. TEACHER DO: Call on 5-6 students to share responses.

TEACHER SAY:
Thank you for all your hard work thinking about how animals meet their needs in different habitats.
Tomorrow we will go back to learning about people. We will learn about holidays that celebrate people who help us meet our needs!

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Identify and describe the importance of Children's Day and 6th of October. • Design an award to demonstrate a reason to honor mothers and armed forces members.	• Holiday • Celebration • Children's Day • 6th of October	Find a book on Children's Day and 6th of October. If you do not have access to a book on these holidays, have images ready to share to help teach students.

MATERIALS

Student book



Pencils



Crayons



Mother's Day and
6th of October Day book or images



Share (90 mins)

Directions

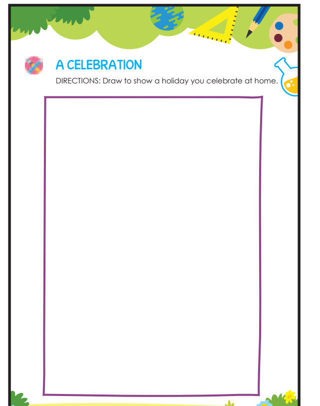
1. Introduction: Begin the day by determining student's familiarity with two holidays.

TEACHER SAY:
Today we are not going to be learning about animals.
Animals live in the world around us. So do people! People live all over the world.
Today, we are going to learn about two very important holidays.
Holidays are days that we celebrate things that are special to us. People in Egypt celebrate holidays. People around the world celebrate holidays.
Can anyone name a holiday they know?



STUDENTS DO: Volunteer to share a familiar holiday.

TEACHER DO: Call on students to name a holiday they know. If students are struggling to come up with examples, name holidays they might know and allow students to raise their hand if they celebrate at home.



2. TEACHER DO: Pass out student books and put students into groups of four. Number each corner of the class (corner number 1, number 2, etc.).

TEACHER SAY:
We all celebrate holidays.
Open to page 56: A Celebration.
I want each of you to draw a celebration you have in your home. After you draw you will share with a partner.



READ ALOUD: Draw to show a holiday you celebrate at home.



STUDENTS DO: Draw a holiday celebration at home.

TEACHER DO: Walk around the room. If necessary, give students ideas such as Children's Day, Eid, Birthdays, etc. This activity is open ended and provides you an opportunity to assess student familiarity with holidays and celebrations. Once students complete their drawing, have students share with a **Shoulder Partner**.



STUDENTS DO: Share their celebration picture with a **Shoulder Partner** about what they can see, pause to let students talk.

3. TEACHER DO: Before beginning, find a book about Children's Day and 6th of October. If you do not have access to a book on these holidays, find images ready to share to help teach students.

TEACHER SAY:
Two important holidays we celebrate are Children's Day and 6th of October. Who do you think we are celebrating on Children's Day?
Who do you think we are celebrating on 6th of October?



STUDENTS DO: Raise hand to respond to teacher questions.

4. TEACHER DO: Call on a student to share answers to who is being celebrated for each holiday.

TEACHER SAY:
Children's Day is a special day when you might participate in events in your community. This is a day for children to celebrate being children. The holiday is also important for adults to remember to make sure all children are being cared for every single day.
What fun events do we have for Children's Day in our community?

5. TEACHER DO: Read a book about Children's Day. This can be a nonfiction or fiction book, or an excerpt from a book about holidays. If you do not have a book, share a picture of a Children's Day celebration in your community Mother's Day and share a personal story about how you would celebrate the holiday.

Note to teacher: You can also show students videos of communities celebrating Children's Day.

TEACHER SAY:
Children's Day is important because it helps adults come together to protect and care for all children in Egypt.
Children are all supposed to be cared for and protected and Children's Day is a day for everyone to remember everything children need.
Let's think, what do all children need to be safe, healthy and happy?
We can share our ideas by playing Shake it, Share It, High Five!
Remember that to play this game you walk around slowly when I say "Go."
Then you find a partner near you when I say "Stop."
Please stand up to get ready.
Ready? Go!



STUDENTS DO: Move around the room, sharing with different partners what children need to be safe, healthy, and happy.

Note to Teacher: As students share, they can think beyond just basic needs. Students should identify that they need to feel loved, have people at home to help them, etc. Children's Day is a day to promote awareness of the basic rights of a child. Discussing the term "rights" with students is not necessary, but you can build into the conversation things that make students feel happy at their home and help them become good citizens.

TEACHER DO: Narrate "go" and "stop" so that students find multiple partners. Let students share for 4-5 minutes. Use a **5-4-3-2-1** countdown to have students return to their seats.

TEACHER SAY:
Thank your partner for sharing and start moving back to your seat.
5-4-3-2-1 (say this slowly).
Another holiday we celebrate is the 6th of October.
On this day, we celebrate one of our country's greatest victories. People in our armed forces help PROTECT our country like they did for the great victory of 6th of October. Protect means to keep safe.

6. TEACHER DO: Read a book about the 6th of October. This can be a nonfiction or fiction book, or an excerpt from a book about holidays. If you do not have a book, share a picture of 6th of October celebrations and share a personal story about how you would celebrate the holiday.

TEACHER SAY:
Children's Day is a day to celebrate children and even to think about those who help to make sure we are happy, healthy and safe. People in our Armed Forces protect us and make sure our whole country stays safe. Both of these holidays recognize adults in our lives who have helped us.

7. TEACHER DO: Pass out student books, pencils and crayons. Transition students into their student books. Students will be creating an award for their parents and for a member of the armed forces to say thank you.

Note to Teacher: Be considerate of children who might not have parents. Provide those students with the option to make the award for a different adult in the home (father, grandmother, aunt) or someone who fills the role of caregiver.





TEACHER SAY:
We are going to design an award to give to our parent and to give to a member of the armed forces.
We will make a "Best Parent" and "Best Protector" award.
Open to page 57: Awards



READ ALOUD: Decorate each award. Use pictures to show why the person is getting the award.

TEACHER SAY:
For the "Best Parent" award, think about what makes the parent in your life the best.
Think about all the ways we have learned that parents help and care for you.



STUDENTS DO: Think about ways a parent helps care for a child.

TEACHER SAY: For the "Best Protector" award, think about how members of the Armed Forces keep you safe and protected.



STUDENTS DO: Think of ways members of the armed forces protect their country.

8. TEACHER DO: Provide examples of how the armed forces can protect students. This does not have to be a direct connection to the student or local school, but can be a way the local community is protected by the armed forces or examples that detail the armed forces role in the 6th of October. You may need to provide examples that are relevant to your own community.

TEACHER SAY:
I can draw a picture of my parent cooking for me on my award.
Let's share ideas before we begin.
Take a quiet moment to think about your ideas on your own first.
Then we will play Shake It, Share It, High Five! with someone at our table to share and listen to our friends.



STUDENTS DO: Quietly think of ideas on their own.

TEACHER DO: Provide students with 1-2 minutes of quiet thinking time before inviting students to share with partners nearby.

9. TEACHER SAY:
Okay everyone! Find a partner nearby to shake hands with and share.



STUDENTS DO: Engage in **Shake It, Share It, High Five**! with two nearby partners to share ideas on how to decorate the two awards.

TEACHER DO: Move around the room listening to student ideas. Provide positive feedback to students such as:

- I like how you are connecting your need for food with something your mother does for you.
- You can also ask probing questions to allow students to explain their thinking:
- Why do you think __________ is important?
- How can you show your idea in a picture?

After providing 5 minutes of sharing, bring students back to their seats.

TEACHER SAY:
Now that we all have ideas, we can design our awards in our workbooks.
Use your crayons to decorate your "Best Mommy" and "Best Protector" awards.

 **STUDENTS DO:** Work on designing the awards in the student book.

TEACHER DO: Move around the room providing appropriate support for students as they work. If a student is finished, you can encourage the student to add another idea to the award.

10. TEACHER DO: Transition students back as a whole group as they finish work. You should provide at least 15 minutes for the activity. Use your judgment if students need more time.

TEACHER SAY:
Thank you for working so hard on your awards.
I want to give us a chance to share our work.
Share your awards with a Shoulder Partner.

TEACHER DO: If time allows, you can put students in larger groups and use **Talking Sticks** to facilitate group sharing.

 **STUDENTS DO:** Share awards with a **Shoulder Partner**.

11. Closing: Review what students accomplished today and what they will do tomorrow to create animal awards.

TEACHER SAY:
We all worked hard creating awards for people who help us meet our basic needs. We connected those awards to holidays we celebrate.
Tomorrow we will make those same awards, but for adult animals!

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Apply understanding of adult animals and offspring to create a "Best Parent" award for an animal.
- Explain choices for the award using knowledge of basic needs.

KEY VOCABULARY

- Adult
- Offspring
- Need

MATERIALS

Student book



Pencils



Crayons



Pictures of animals researched from Lesson 5 (crocodile, camel, ibis, cobra, goose)

Variety of art materials such as colored paper, beads and fabric (if available)



Large paper for drawing/artwork





Share (90 mins)

Directions

1. Introduction: Begin the day by taking a Gallery Walk around the room of the awards created yesterday.

TEACHER SAY:
Yesterday we designed awards for a parent to help celebrate Children's Day and for a member of the armed forces in celebration of the 6th of October.
Today we will create awards again, but this time for animal parents.
Let's start our day by looking at the work we have completed so far in this Chapter.
When I say "go," take out your student book and open to the awards you made yesterday. Leave the student book on the table in front of you. Ready? Go.

 STUDENTS DO: Open student books to the awards page and leave it on the table.

TEACHER SAY:
This time when I say "go," I want everyone to stand up, push their chair under the table, and put their hands behind their back. This will remind you not to touch the artwork and to respect your classmates' work. Ready? Go.

 STUDENTS DO: Stand up, push chair in, and put hands behind their backs.

TEACHER SAY:
I have one more instruction. This time when I say "go," quietly walk around the room to look at

the awards on the tables. We will look at the awards we made yesterday and also look at the pictures we created of adult animals caring for baby animals on the walls. Once you finish looking at all the awards and animals, quietly sit back down. Ready? Go.



STUDENTS DO: Students quietly walk around the room, observing the awards and adult animal pictures students have previously created.

TEACHER DO: As students walk around, remind students to quietly observe and to keep their hands behind their backs. By keeping hands behind their backs, students are not touching the artwork and are showing respect for fellow students' work.

2. TEACHER DO: Transition students back to their seats. Post the pictures of the animals the class researched in the front of the room.

TEACHER SAY:
Today you will have time to work with a partner to create the "Best Parent" and "Best Protector" award for an animal we have studied.
We have learned how many adult animals care for baby animals as they grow and change. First, you will decide who you think is the best parent. Then you will decide who you think is the best protector.
Remember, the best protector award should go to an animal who does really well at keeping its baby safe.
Think about how a mother bird sits on her eggs to keep them warm and also to keep other animals away from the eggs.
A mother bird is being a great protector.
After you finish your ideas by yourself, you will work with a partner who chose the same animals. You will create a large award to show why you made your choice.



Note to Teacher: You will be creating groups based on which animals students choose for each award. Today students will create the best mommy award with a partner. Tomorrow students will work with a new partner to create a best protector award.



TEACHER SAY:
Open to page 59 and 60: Award Goes To…
Take a few minutes to consider the animals you have learned about in this Chapter. Then choose one to receive a "Best Parent" award for helping and caring for her baby.
That will go on the first page.
Choose another animal to receive a "Best Protector" award for helping to keep other animals safe. Think as I read the names of the animals we have studied.
That will go on the second page.

TEACHER DO: Read the list animals you researched throughout the Chapter.



READ ALOUD: Draw an animal who will get each award.



STUDENTS DO: Draw an animal for the "Best Parent" and "Best Protector" award.

TEACHER SAY: Remember to draw the right number of legs, use the right colors, and draw the animal in the right habitat if you have time.

TEACHER DO: As students work, take note of the animals they are choosing for each award. You can take notes and write down partners so you are ready to pair student's up when they finish drawing on their own. Allow around 10 minutes of quiet working time for students to draw.

3. TEACHER DO: Bring the class back together to announce partners. Have students hold their materials and move to sit with a new partner.

TEACHER SAY:
I have made partners based on which animal you will give the "Best Parent" award to.
Today you and a partner will design the award on large paper.
Your award needs to show:

1. **The adult animal receiving the award.**
2. **The adult animal interacting with the baby animal.**

3. Two examples of why you are giving the animal the "Best Parent" award.

4. TEACHER DO: Move students to sit with their partners. Pass out a large piece of paper to each set of partners. Encourage students to plan first before they start working with colors or art supplies.

TEACHER SAY: Before you start drawing on the large paper, PLAN what your award will look like. First, look at each of your drawings. Talk about what you like that your partner drew. Talk about what else you could do to improve your drawings.

 **STUDENTS DO:** Discuss and plan.

TEACHER DO: Walk around groups and ensure that students are creating a plan before jumping right into creating the award/art project.

5. TEACHER SAY: Now that you have a plan, work together to design your Best Parent award. Make sure to include the ideas of each person in your group.

 **STUDENTS DO:** Design a Best Parent award collaboratively with a partner.

Note to Teacher: You can choose to provide students with a variety of materials to decorate the award. Materials could include: recycled materials, colored paper, beads and fabric.

TEACHER DO: Move around the room as students work. Use your judgment to determine how much time to give students to work. Students should have at least 20 minutes to work.

Give reminders about what should be included on the award. Ask probing questions such as:
Why is this animal mommy better than a ________?
How is this animal mommy meeting the baby's need for _______?

TEACHER SAY:
When you finish creating your award with your partner, make sure you clean up your work area. Where should you put your crayons and pencils when you finish?

6. TEACHER DO: As students finish, put awards up around the room. If wall space is needed you can remove the awards created the previous day. You will use the strategy **One Stay, One Stray** to allow partners to share their "Best Parent" award. One partner will stay at the award they created. One partner will walk around the room visiting different "Best Parent" awards to listen to a student share what was created and why. After 5-10 minutes switch the person who is staying at the award and the partner who is walking around the room.

TEACHER SAY:
We all worked very hard to create great "Best Parent" animal awards.
We will now get to share what we created.
One partner will stand next to the award.
As students come to see your award, you will share the animal who got the award and explain why the animal is the best parent.
The other partner will walk around the room listening to students share the award they made.
After ______ minutes we will switch and the partners who were rotating will return to the award they helped create so everyone gets a chance to visit different awards.

7. TEACHER DO: Assign a person from each group to stay at the award to start.

 **STUDENTS DO:** Follow teacher directions for **One Stay, One Stray**. Present to other students their Best Mommy award. Visit other student awards and listen respectfully.

8. Closing: Praise students on their collaboration and design process.

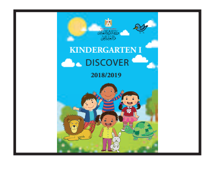
TEACHER SAY:
You worked very well together.
You helped each other design your "Best Parent" award and you listened respectfully to others as they shared.
Tomorrow you will create and present your "Best Protector" award.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Apply understanding of adult animals and offspring to create a "Best Protector" award for an animal. • Explain their choice for the award using knowledge of basic needs.	• Adult • Offspring • Need

MATERIALS

Student book



Large paper



Crayons



Variety of art materials such as colored paper, beads and fabric (if available)





Share (90 mins)

Directions

1. Introduction: Before beginning today, select 3-4 Best Parent awards to highlight with the class. Choose awards that clearly show examples of why the animal was the best mommy.

TEACHER SAY:
Yesterday you collaborated with a partner to create your "Best Parent" award.
I want to share a few awards that do a great job of showing why the animal is receiving the award.

TEACHER DO: Share 3-4 examples of Best Parent awards with the class. Identify with the class why these were strong examples for the award.

2. TEACHER DO: Students will again be working in partner groups. Today's focus is on the role of protectors. You may need to review the animals and the actions that show protection before beginning.

TEACHER SAY:
I have made partners based on which animal you will give the "Best Protector" award to.
Today you and a partner will design the award on large paper.
Your award needs to show:

- **The adult animal receiving the award.**
- **The adult animal interacting with the baby animal.**
- **Two examples of why you are giving the animal the "Best Protector" award.**

Note To Teacher: If necessary, review the word "protector" with the class. Give an example of how you keep your students safe.

3. TEACHER DO: Move students to sit with their partners. Pass out a large piece of paper to each set of partners. Encourage students to plan first before they start working with colors or art supplies.

TEACHER SAY: **Before you start drawing on the large paper, PLAN what your award will look**

like. First, look at each of your drawings. Talk about what you like that your partner drew. Talk about what else you could do to improve your drawings.

 **STUDENTS DO:** Discuss and plan.

TEACHER DO: Walk around groups and ensure that students are creating a plan before jumping right into creating the award/art project.

4. TEACHER SAY: **Now that you have a plan, work together to design your Best Protector award. Make sure to include the ideas of each person in your group.**

 **STUDENTS DO:** Design a Best Parent award collaboratively with a partner.

Note to Teacher: You can choose to provide students with a variety of materials to decorate the award. Materials could include: colored paper, beads and fabric.

5. TEACHER DO: Move around the room as students work. Use your judgment to determine how much time to give students to work. Students should have at least 20 minutes to work. Give reminders about what should be included on the award. Ask probing questions such as: Why is this animal a better than a ________? How is this animal providing protection for its baby?

6. TEACHER DO: As students finish, put awards up around the room. If wall space is needed you can remove the awards created the previous day. You will use the strategy **One Stay, One Stray** to allow partners to share their "Best Protector" award. After 5-10 minutes switch the person who is staying at the award and the partner who is walking around the room.

TEACHER SAY:
We all worked very hard to create great "Best Protector" animal award.
We will now get to share what we created.
We will use One Stay, One Stray like we did yesterday.
After _____ minutes we will switch so everyone gets a chance to visit different awards.

TEACHER DO: Assign a person from each group to stay at the award to start.

 **STUDENTS DO:** Follow teacher directions for **One Stay, One Stray**. Present to other students their Best Protector award. Visit other student awards and listen respectfully.

7. TEACHER DO: Transition students back to their seats.

TEACHER SAY: **We all did a great job creating animal parent awards. We created 2 awards. What other awards do you think you could give to an animal parent?**

TEACHER DO: Provide time for students to quietly think about other possible awards. If needed, you can prompt students to think about other needs that are met by animal parents or something an animal does well in taking care of a baby animal. For example, "Best Home Builder" or "Best Hunter."

 **STUDENTS DO:** Quietly think of an idea for a new award independently.

TEACHER SAY: **Turn to a Shoulder Partner to share your idea.**

 **STUDENTS DO:** Share a new award idea with a partner.

8. TEACHER DO: Once students have had an opportunity to share with a partner, use **Calling Sticks** to have at least 5 students share their ideas. Allow for more students to share if time allows. Prompt students to explain which animal would get their award and why.

9. Closing: Praise students on their hard work throughout the Chapter.

TEACHER SAY:
We learned about animals who live in the world around us.
We learned about their needs, how they grow and change and how animal parents help meet their baby's needs. I am proud of your hard work during this Chapter.

Teacher`s Guide Theme 02 Chapter 02_Missed

KINDERGARTEN I

Multidisciplinary

The World Around Me

Chapter 3

Where Do We Find Water?

Theme Overview

Where Do We Find Water?

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	In discover, students will explore where they can find water in their environment. Students will describe how rain forms in clouds and brings water into our environment. Students will share and discuss how water helps students in their daily lives, especially in connection to staying clean. Finally, students will explore large bodies of water that exist in Egypt and locate those on a map. Students will dramatize each body of water to show how water can move.	4
Learn	Students will learn about the different sources of water as they discuss the importance of caring for an important resource. Students will explore different ways to protect clean water from pollution.	3
Share	Students will create a photo collage to document the importance of preserving our environment and using resources responsibly. After collaboratively working on a unique collage of water sources using natural objects in the environment, students will share their collages with the rest of the class.	3

Where Do We Find Water?

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. **Negotiation:** • Good listening.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Awareness of Roles.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Environmental: We are responsible for the environment. We need to sustain the Earth. We are part of a community that takes care of our environment.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- From right to left, or left to right, top to bottom, and page by page.
- With support, demonstrate awareness of spoken words, syllables, and letter sound relationships.
- Demonstrate basic knowledge of each letter and its corresponding sound.
- Use illustrations in a story to describe its characters, setting, or events with modeling and support.
- Identify characters, settings, and major events in a story with modeling and support.
- Use the illustrations in a text to describe its key ideas.
- Understand and use question words.

WRITING:

- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Describe familiar people, places, and things with modeling and support.

SPEAKING AND LISTENING:

- Follow agreed-upon rules for discussions.
- Describe people, places, things, and events with relevant details and provide additional detail with prompting and support.
- Express thoughts, feelings, and ideas clearly.
- Orally produce complete sentences when appropriate to task and situation.

MATH:

- Count by ones up to 10.
- Read and write numerals from 0 to 10.
- Represent a number (0-5) by producing a set of objects or pictures.
- Identify the number of objects in familiar groupings without counting.

SCIENCE:

- Raise questions about the world around them.
- Seek answers to some of their questions by making careful observations, using 5 senses, and trying things out.
- Identify aspects of the environment that are made by humans and those that are not made by humans.

SOCIAL STUDIES:

- Describe places in the immediate environment using natural/physical and human-made features.
- Use geographic tools to locate and describe places on Earth.

ART:

- Use simple art materials to create a scene from the surrounding environment.
- Distinguish between the dot, line, and shape.
- Use the basics of design (dot, line, and shape) to create and artistic design.
- Create artwork from own imagination.
- Identify materials from the surrounding environment that could be used to create art (e.g., beads, dried plants, bottles, fabric).
- Decorate classroom with artworks they create.
- Respect the performance of others in singing.
- Perform a dramatic character based on a letter on the alphabet.

MEDIA:

- Describe a set of pictures in one sentence.
- Select a title from a set of titles for class newsletter.
- View digital resources related to the theme.

ECONOMICS AND APPLIED SCIENCE:

- Explain the importance of washing hands before and after eating in health and safety.
- Demonstrate personal habits for cleanliness.

VOCATIONAL:

- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.
- Arrange and organize school tools in the classroom.
- Create a photo album showing the importance of preserving the environment and responsible use of resources.

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Identify water in the environment. • Describe places in the environment as natural features and man-made features. • Identify familiar configurations without counting.
2	**DISCOVER: Students will:** • Observe and ask questions about clouds. • Describe rain as a source of water. • Use dots, lines and shapes to illustrate rain.
3	**DISCOVER: Students will:** • Describe how water is important in students' lives. • Categorize water uses. • Orally describe pictures using complete sentences.
4	**DISCOVER: Students will:** • Identify natural water sources on a map. • Dramatize the movement of water.
5	**LEARN: Students will:** • Compare and contrast water sources. • Differentiate between human made sources of water and natural sources of water.
6	**LEARN: Students will:** • Act out ways water can become polluted. • Experiment with ways to clean polluted water.
7	**LEARN: Students will:** • Analyze the importance of caring for the environment to keep water clean. • Create a photo album to demonstrate the importance of preserving the environment and responsible use of resources.
8	**SHARE: Students will:** • Collaborate to plan a collage to demonstrate where water can be found in the environment. • Select materials from the environment to represent water.
9	**SHARE: Students will:** • Collaborate to create a collage to show sources of water.
10	**SHARE: Students will:** • Present collages to the class.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify water in the environment. • Describe places in the environment as natural features and man-made features. • Identify familiar configurations without counting.	• Water • Environment • Man-made • Natural

MATERIALS			
Student book	Pencils	Crayons	Chart Paper
			



Discover (90 mins)

Directions

1. Introduction: This is the time to excite students about the new topic of water.

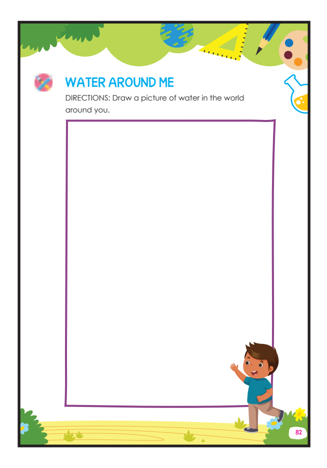
TEACHER SAY:
We are starting a chapter called "WHERE DO WE FIND WATER?"
What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Brainstorm ideas about the new chapter.

TEACHER SAY:
You will be learning about places we can find water in our world.
We will investigate how we use water and how we can work together to keep water clean.

2. TEACHER DO: Pass out one student book per student. Make sure each student has a pencil and some crayons. Students will be creating an open-ended representation of what they already know about water.



TEACHER SAY:
Open your student book to page 82: Water Around Me. This page is almost empty – because I want you to share with me what you already know about water!
You can include anything on this page that you know about water – be creative and show what you know!
Let's read the directions.

Note to Teacher: This activity is a pre-assessment for you to see students' familiarity with water in their world. There are no right or wrong answers, and students should feel free to draw whatever they know about water. Expect results to differ and encourage students to work independently. Give additional guidance as needed for your class/students.



READ ALOUD: Draw a picture of water in the world around you.



STUDENTS DO: Students will use pencil and crayons to draw a picture of water.

TEACHER DO: Allow time for students to complete their pictures. Be sure to walk around to observe the different water sources students draw. Give students 5-10 minutes to complete their drawing.

3. TEACHER SAY:
Thank you for working on your water picture. Something we have done before when we want to share our pictures is play Shake It, Share It, High Five.
When I say "go," you will stand up with your student book and start walking.
When I say "stop," you will shake the hand of a person near you.
Then, take turns sharing where you can find water and what you drew.
Finally, you will high five and say thank you.
We will play a few times so you can share with different friends.
Ready, go.



STUDENTS DO: Shake a partner's hand, share their pictures, then high five.

TEACHER DO: Call out go and stop for students. Allow students to share with at least 3 different partners. As students share, move around the room looking at the different pictures that were drawn. As you observe students' drawings, make note of similarities (e.g., water at home, water in the environment; ocean, river).

4. TEACHER DO: Have students remain standing with their student book. As a class, students will sort themselves into similar groups. You will use the similarities you observed to help students make groups.

TEACHER SAY:
We can sort ourselves into groups.
We can find similarities in where we can find water.
If you drew a picture of water you can find at home or inside a building stand here (identify a spot in the room).
If you drew a picture of water you can find outside stand here (identify a different area of the room).

TEACHER DO: Identify one or two smaller groups within home/outside if needed.



STUDENTS DO: Move to the designated spot in the room based on where they can find water.

TEACHER SAY:
Now that you have sorted yourselves into groups, stand in a circle.
Hold up your pictures so others in the group can see what you drew.



STUDENTS DO: Stand in a circle with members of their group then hold up their student book picture. Students observe other's pictures, looking for similarities.

TEACHER SAY:
As you look at other's pictures think to yourself "How is my picture the same as someone else's picture of water?"
Look for more similarities in the group. You can start a sentence with the words.
I noticed that _____________ (give an example - identify a similarity you can see in two pictures).
Who can share a similarity?



STUDENTS DO: Raise hands to volunteer a similarity between multiple drawings.

5. TEACHER DO: Call on student volunteers to share a similarity. Have others in the group with that same observation raise their hands as well. Use this opportunity to practice counting skills. You can count the number of students aloud as a class. Students may have difficulty with counting higher than 10, but you can model how to count higher numbers. Call on 5-6 students to identify a similarity in their group.

Transition students back to their seats. Students should keep their student books out and open.

TEACHER SAY:
Thank you for showing me what you already know about water in your world!
We all saw many great examples of different places to find water.
Let's make a list of what we already know about water in our environment.

6. TEACHER DO: Create a list based on what students drew. Call out what you are writing on the list. Ask students to help you identify the first letter of the word you are going to write to help reinforce beginning sounds.

TEACHER SAY:
Can anyone add any more examples of water in our environment to the list?

 **STUDENTS DO:** Volunteer new examples to add to the list.

TEACHER SAY:
Thank you for helping me create a list of what we know already.
We will use this list throughout the chapter.
We can also add to the list as we learn more about water!

7. Students will begin identifying and categorizing water in their environment as a natural feature and contrast this with things that are human made.

TEACHER SAY:
Let's think a little bit more about water in our environment.
I know I can see water in a bottle of water at the store.
I also know I can see water in a river.
These are both examples of water.
But one of these is a natural feature and the other is one that humans make.
Can you tell me: Is a bottle of water OR a river made by a human?
Whisper your answer into your hand.

 **STUDENTS DO:** Whisper the answer into their hand.

THE WORLD AROUND ME
MAN-MADE AND NATURAL
DIRECTIONS: Listen to your teacher. Look at the dots under each picture. Next, circle the examples of water that are natureal features in your enviroment.

8. TEACHER DO: Listen to student responses. Make note if students are unable to identify the man-made example.

TEACHER SAY:
Yes! The water bottle is made by humans.
Water is a natural part of our world, but humans made a bottle to put the water in. The river happens naturally.
Humans did not build or make a river!
Let's learn about more things that are man-made or natural.

9. Students will be combining analytical skills (comparing and contrasting between natural and man-made) and math skills in the next activity. The math skill is called subitizing – and means for students to quickly associate familiar groupings of objects with the amount they represent. Common examples of this include knowing the amounts on different sides of playing dice or on playing cards.

TEACHER SAY: Turn to page 83 in your student book: Man-Made and Natural

 **STUDENTS DO:** Turn to page 83 in the student book.

TEACHER SAY:
Let's identify the pictures together.
Each picture has a set of dots under it.
Find the picture that has 1 dot under it.
Make sure you point to each picture that is being described.
What do you see in that picture?

 **STUDENTS DO:** Students find the image with 1 dot and raise hands to volunteer the answer.

TEACHER DO: Call on students to identify the picture with 1 dot. Repeat for 2, 3, 4, 5, and 6 dots, identifying what is in each picture. You can call the numbers out of order.

Note to Teacher: Encourage students to quickly find the image associated with a number. The dot configurations should be familiar to students and the goal is for students to be able to subsidize, or identify the number of dots without counting.

10. Transition from identifying the dot configurations to classifying natural versus man-made.



READ ALOUD: Circle the examples of water that are natural features in your environment.

TEACHER SAY: **Remember, if something is natural that means it is not made by humans.**



STUDENTS DO: Next, circle examples of natural features in the environment.

TEACHER DO: Monitor students as they work. Look for students who have difficulty identifying natural water features in the environment. Prompt students by asking "Do humans have to help make what is in this picture?"

11. TEACHER SAY:
Let's share the images we circled.
Who can tell me a natural water feature of the environment?

TEACHER DO: Use **Calling Sticks** to have students share an answer. Prompt students to think further by asking "How do you know?" If the student who initially answered is unable to explain how the answer was decided upon, call on another student to explain. Repeat until all three natural examples are shared. An example of a response to "How do you know?" could be: Because humans do not build an ocean.



STUDENTS DO: Identify a natural water feature when called on. Explain thinking by answering "How do you know?"

12. Closing: Review with students what they learned or discovered today.

TEACHER SAY:
Today we spent time thinking about what we already know about water in our world. Tell your Shoulder Partner one example of water in the environment.

TEACHER DO: Allow students a moment to share their example with their partner.

TEACHER SAY:
We also talked about natural water features in our environment.
One of our pictures of water was a puddle.
I wonder where a puddle comes from?
Tomorrow we will explore water and our weather!
What weather do you think we will learn about tomorrow?
Whisper into your hands.

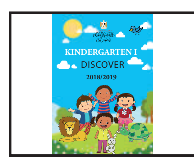


STUDENTS DO: Whisper ideas about what weather will be discussed tomorrow into their hands.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Observe and ask questions about clouds. • Describe rain as a source of water. • Use dots, lines and shapes to illustrate rain.	• Weather • Rain • Clouds • Puddle	Today's lesson involves looking at clouds outside. If the weather does not permit this activity, prepare a selection of images (printed or digital) of clouds to show students.

MATERIALS

Student Book	Pencils	Crayons	Optional: Spray Bottle	Chart Paper	
					Optional: Flat surface- baking tray



Discover (90 mins)

Directions

1. Introduction: Review where students can find water in their environment.

TEACHER SAY:
Yesterday, we identified where we can find water in our environment.
Let's quickly share what we remember from yesterday.
Look at the list we created together as a class.
Who remembers something we wrote on this list?

 **STUDENTS DO:** Read words from the list generated the day before.

TEACHER DO: As students identify words from the list, point to the word. Connect the beginning sound with the word you are pointing to in order to help students make a connection between letter sounds and written words. You can also point to a word on the list, make the initial sound and call on a student to identify the word. Students are using the beginning sound but also their knowledge on the topic of water to help read the word.

2. TEACHER SAY:
I see on our list we have puddles.
Where do you think puddles come from?

TEACHER DO: Call on a student to answer the question. If needed give students the word rain to describe the water that falls from the sky.

 **STUDENTS DO:** Volunteer an answer.

TEACHER SAY:
Yes, rain falls from the sky and will often make puddles on the ground.
Let's make a word web to write everything we know about rain.

3. TEACHER DO: On chart paper in front of the class, write the word rain. Then circle the word and make lines coming out from the circle. At the end of the lines, write ideas that students share about rain.

TEACHER SAY:
Turn and talk to a Shoulder Partner to share your ideas about rain first.
Then I will call on students to share.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have students share what they already know about rain. Record their ideas on the word web. Use the activity as a pre-assessment of what students already know and understand about rain and where rain comes from.

TEACHER SAY:
Rain falls from clouds.
Before we learn about how that happens, let's go look at clouds in the sky!

4. TEACHER DO: Review expectations for going outside. Plan to find a spot outside where students can lay down and look at the sky.

Note to Teacher: If the weather is inappropriate for going outside, have students look out the classroom windows in groups or have a variety of cloud images to share with students. The pictures can be hung around the room and students can take time to walk and observe, identifying characteristics of clouds. Alternatively, you may use digital resources.

5. TEACHER DO: As you lead students outside, ask them to think about the size of the clouds, the shape, and the color of the clouds they will see. Once outside, ask students to lie down on the ground so that they can look straight up at the sky. Ask students "Do all clouds look the same?" Spend 10 minutes outside observing. Point out clouds in the sky to help focus student's attention.

6. TEACHER DO: Transition students back to the classroom and to their seats. Engage students in a discussion about what the students observed outside or in the images provided.

TEACHER SAY:
We saw many clouds in the sky.
Turn to a Shoulder Partner and share what you observed.

 **STUDENTS DO:** Share with a **Shoulder Partner**.

TEACHER SAY:
Sometimes after we observe, we think of questions about what we saw.
Who can share a question they have about the clouds we observed?

 **STUDENTS DO:** Raise hands to volunteer questions about clouds.

TEACHER DO: Call on students with hands raised. You can choose to record questions students have. These questions can be referenced again later in the day.

7. TEACHER SAY:
Let's learn more about clouds and see if any of your questions are answered!
Did you know that clouds in the sky are really made up of water?
Clouds are formed by small drops of water.
The more water in the cloud, the darker the cloud will look.
That is why some clouds look gray.
When the water in the clouds gets too heavy, it falls from the sky.
We call that rain!

Note to Teacher: To reinforce the concept of water drops getting bigger and heavier in a cloud, you can model this for students. Have a spray bottle and a flat surface to hold up for students (a baking pan or the window works well). Spray the water onto the surface. Students can see the water drops. Continue spraying and have students observe the drops getting larger and larger until the drops finally begin to fall down the surface.

8. TEACHER SAY:
Let's act out rain falling from clouds.
First, make your arms into a big circle above your head.
What do you think we are making?

 **STUDENTS DO:** Move arms into a circle shape above their heads and call out response to the teacher.

TEACHER SAY:
Yes, we are making clouds!
Now let's pretend it gently starts to rain.
Take your fingers and making little dots in the air as you move your hands down.
Wiggle your fingers to act like gentle rain drops.

 **STUDENTS DO:** Wiggle fingers and move their fingers from above their heads down towards the ground.

TEACHER SAY:
Now let's pretend it is raining very hard!
How should we move our hands and fingers now?

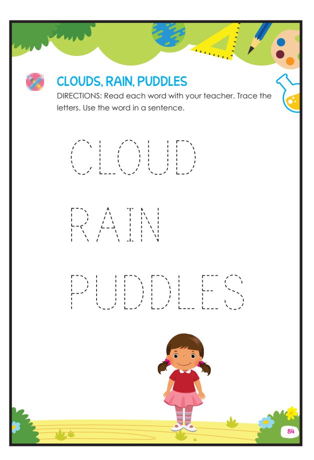
 **STUDENTS DO:** Volunteer ideas on what heavy rain might look like.

TEACHER DO: Call on students to share ideas.

TEACHER SAY:
Let's move our hands from above our heads to the ground as fast as we can!
Don't forget to wiggle your fingers. Ready, go!

 **STUDENTS DO:** Act out heavy rain falling from the sky!

Note to Teacher: If possible, have video clips of different types of rain or sound clips for students to listen to in order to observe differences.



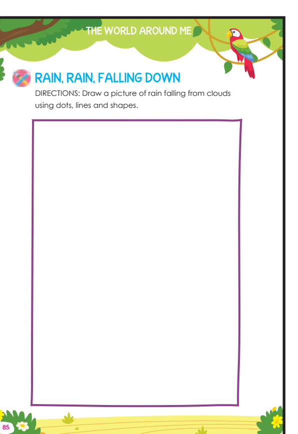
TEACHER SAY:
Great job!
Now let's draw a model of how rain makes the water that we can see in our environment.

 **STUDENTS DO: Practice the vocabulary to discuss natural sources of water, specifically rain, clouds, and puddles.**

TEACHER DO: Instruct students to turn to page 84: Clouds, Rain, Puddles.

TEACHER SAY:
Turn to page 84: Clouds, Rain, Puddles. Let's read the words together. Then you will trace the letters. Clouds. Rain. Puddles. Now trace the letters.

 **STUDENTS DO:** Trace the words on page 84.



TEACHER SAY:
Now, please turn to your Shoulder Partner and use each word in a sentence. Take turns.

 **STUDENTS DO:** Use vocabulary words in sentences

TEACHER SAY:
Turn to page 85: Rain, Rain, Falling Down in your student book.

 **READ ALOUD:** Draw a picture of rain falling from clouds using dots, lines and shapes.

 **STUDENTS DO:** Draw a model of rain from clouds, forming puddles on the ground.

TEACHER DO: Move around the room while students work, prompting students to include clouds, rain, puddles and any other detail to create a picture to show how rain is a way we can find water in our environment.

Note to Teacher: To extend this activity, you can also choose to have students label the parts of the picture using the beginning sound/letter in each word. For example, students can label "cloud" with the letter "C," "puddle" with the letter "P." Remind students to look at the letters they traced on page 84 of the student book.

11. Closing: Remind students of what they learned today. Ask students to think, reflect and share.

TEACHER SAY:
We learned today that sometimes the water we see in our environment has come from rain.
Rain comes from clouds.
We drew a model to show rain falling from clouds and forming puddles on the ground.
Tomorrow we will think about why water is important in our lives.
Why do you think clean water is important?

 **STUDENTS DO:** Think about an answer to the teacher's question.

TEACHER SAY:
Tomorrow we will find out!
When you go home today, start thinking about all the ways you use water!

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Describe how water is important in students' lives. • Categorize water uses. • Orally describe pictures using complete sentences.	• Water • Clean • Healthy

MATERIALS

Chart Paper	Student Book	Crayons	Pencil
			



Discover (90 mins)

Directions

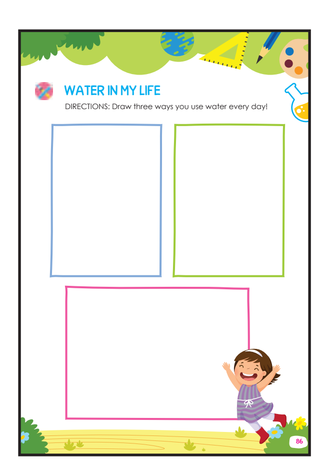
1. Introduction: Use the beginning of class to remind students of concepts that were covered in previous lessons.

TEACHER SAY:
We have discovered places in our environment where we can see water.
We talked about how rain falls from clouds which can create water we see in our environment!
Today we will begin thinking about how important water is in our lives!
Yesterday I asked you to think about how you use water every day.
Let's share some of those ideas.
How do you use water every day?

TEACHER DO: Use **Calling Sticks** to generate discussion about how students use water every day. Be sure to elicit responses that include drinking, washing, bathing, watering plants, preparing and cooking food, etc.



STUDENTS DO: Share ways water is used every day.



2. TEACHER DO: After the discussion, students will illustrate 3 ways they personally use water every day. If it is helpful, you may wish to post a list of student ideas or review an additional time as a class before asking students to work independently. Pass out student books and crayons to students.

TEACHER SAY:
Thank you for sharing your ideas about how you use water every day.
Now we are going to capture your thinking in the student book.
Open to page 86: Water In My Life.



STUDENTS DO: Open to page 86.

TEACHER SAY:
I want you to draw how you or your family members use water. Think about our discussion and

the different ideas that were shared.

 READ ALOUD: Draw three ways you use water every day!

 STUDENTS DO: Draw three ways they use water.

TEACHER DO: Move around as students work. Observe what they are drawing. Make notes of similar ways students use water. Allow students at least 10 minutes to work. You can allow more time if necessary. Use this activity as pre-assessment to understand student's background knowledge with the use of water in everyday life. Previously, students identified where they can see water, but with the focus in this activity is on why we need water in our everyday lives.

3. TEACHER SAY:
Now that you are finished drawing, please stand up quietly.
Walk around with your student book showing your pictures.
Find someone who drew one thing the same as you.
Share all 3 of your pictures.
Make sure you thank you partner.

 STUDENTS DO: Walk around, find a partner with 1 similar water use and share all 3 pictures together.

TEACHER DO: Assist students in finding an appropriate partner. Monitor students as they share, making sure students are taking turns and listening respectfully. When students finish sharing, use **Calling Sticks** to have 5-6 students share something their partner drew. This will make sure students listened to what his or her partner said.

 STUDENTS DO: Share a water use his or her partner shared when called on by the teacher.

TEACHER DO: Direct students back to their seats with their student books.

4. TEACHER DO: Call on student volunteers or use **Calling Sticks** to engage students in prioritizing the different ways we use water. Extend student thinking by having students explain why a particular water use is the most important. As students share, make a list of "Why We Need Water."

TEACHER SAY:
Take a look at your pictures again.
Which water use do you think is most important in your life?

 STUDENTS DO: Volunteer to share the most important water use.

5. While there are numerous uses for water that students have identified, the next activity focuses on uses that will be familiar to students of this age: helping us (as humans – keeping healthy or clean, cooking, etc.), helping plants or for recreation/fun.

TEACHER SAY:
We use water every day.
We need to drink water to keep our bodies healthy.
We need water to help us stay clean.
We also use water to cook and to help plants and animals.
We can also use water for fun!
Turn to page 87 in your student book called: Water Use Sorting.

 READ ALOUD: Sort the water pictures into the correct group.

TEACHER SAY:
At the top of the page are three boxes titled: Helps Me, Helps Plants, For Having Fun.
First, let's look at the images along the bottom of the page.
Turn to a Shoulder Partner and work together to identify how water is being used in each one.

 STUDENTS DO: Identify each picture with a **Shoulder Partner**.

TEACHER SAY:
If you do not know what is happening in a picture, raise your hand so I can help you!

6. TEACHER DO: Look for raised hands to help identify how the water is being used. If you notice one picture is difficult for most students to identify, stop the partner sharing and identify the picture with the entire class.

TEACHER SAY:
Now that you have thought about each use, you will draw a line from the picture to the correct purpose for how the water is being used.

 **STUDENTS DO:** Sort images by drawing a line to show which box each picture belongs in.

7. TEACHER DO: Monitor students as they work. Ask students to explain why they sorted images into categories. You can modify this activity by completing this as a class, or by printing the images on larger paper and having students come to the front of the class and sort into designated areas on the board, etc.

Note to Teacher: To extend student thinking, challenge students to think of another water use to fit into each category. Examples could be "hand washing" for "Helps Me", and "sailing on a boat" for "Having Fun." Have them draw the new uses in the corresponding box.

8. TEACHER DO: After students finish, have students leave their student books open. Students will make connections to prior learning about cleanliness in the previous chapter with what students sorted into the "Helps Me" category.

TEACHER SAY:
Great job sorting!
Who can share a picture they sorted into the "Helps Me" category?

TEACHER DO: Use **Calling Sticks** to have students share their sort. Repeat until all pictures have been identified.

 **STUDENTS DO:** Identify an image in the sort when called on.

TEACHER SAY:
Yes! Water helps us take a bath, wash our dishes and gives us something to drink. Which one of those pictures helps us stay clean?

 **STUDENTS DO:** Volunteer an answer to identify the image that helps students stay clean.

TEACHER DO: Call on a student to share the image of taking a bath as a way in which water helps us stay clean.

TEACHER SAY:
Yes! Water helps us take a bath.
That keeps our body clean.
Who remembers why staying clean is important?
Turn to a Shoulder Partner to share.

 **STUDENTS DO:** Share why staying clean is important with a **Shoulder Partner**.

TEACHER DO: Monitor students as they share. Use **Calling Sticks** to have 3-4 students share why staying clean is important. Students should remember from the previous chapter how hand washing keeps you safe and healthy from germs that might be on our bodies and on our food.

9. TEACHER SAY:
How else does water help us stay clean?
Let's play Shake It ,Share It, High Five to share our ideas!
Everyone stand up.
Listen for when I say go and when I say stop.
Ready, go.

TEACHER DO: Say stop to prompt students to shake hands and share with a partner. Repeat the question students are answering after each time they find new partners. Remind students to say thank you before moving to a new partner. Ideas students are sharing should be connected to what they learned previously. Answers can include: Water helps us wash our food. Water helps us wash our hands. Water helps us wash things in our home which can help us stay clean.

 **STUDENTS DO:** Share ideas about how water helps us stay clean.

10. Students will begin applying what they have discovered about water in their everyday lives in the next activity. Students will practice using descriptive language, utilizing illustrations to add details and explanations.

TEACHER SAY:
Open your student books to page 88: Water and Me.
We can see many pictures of water in our daily lives.
I want you to describe what is happening with water in each picture using a complete sentence.
Point to the first picture at the top of the page.
Think about what is happening in the picture without talking.

 **STUDENTS DO:** Observe the picture and consider what is happening.

TEACHER SAY:
After I think, I can tell about what is happening in a complete sentence.
The child is drinking water.
I told you who was in the picture and what he was doing with water.
You will now get to work with a Shoulder Partner to describe what is happening in each picture.
Remember to tell how the water is being used in the picture. Take turns describing every picture.

 **READ ALOUD:** Describe how water is being used in each picture.

 **STUDENTS DO:** Describe, in complete sentences, how water is being used in each picture.

TEACHER DO: Monitor students as they discuss in pairs. Stop and prompt students when necessary to make sure students are describing how water is being used. You can ask students "Is water helping you? Plants? Or are you having fun?" Provide students with enough time to discuss each picture (at least 5 minutes).

TEACHER SAY:
Now that we have had time to talk to a partner, let's share as a class.
I will use my Calling Sticks to have students describe each picture.

TEACHER DO: Use **Calling Sticks** to have 2 students share a sentence for each picture on the page.

 **STUDENTS DO:** Respond in a complete sentence if called on.

11. TEACHER SAY:
Today we discovered how water helps us in our daily lives.
We know that we need water to help us stay clean and healthy.
We learned in the last chapter about how to wash our hands.
Let's end our day by acting out how we wash our hands with water to stay clean! Who remembers the first step?

 **STUDENTS DO:** Identify the first step for hand washing- Wetting hands.

TEACHER SAY:
Who remembers the second step?

 **STUDENTS DO:** Identify the second step for hand washing- Putting soap on hands.

TEACHER SAY:
Who remembers the third step?

STUDENTS DO: Identify the third step for hand washing- Rubbing hands together under the water.

TEACHER SAY:
Who remembers the fourth step?



STUDENTS DO: Identify the fourth step for hand washing- Rinsing hands under the water.

TEACHER SAY:
Who remembers the last step?



STUDENTS DO: Identify the final step- Drying their hands off.

TEACHER DO: Call on students to identify each step. Prompt students to act out each step as they share. Students can stand up to do this.

TEACHER SAY:
Great!
I will hold up my finger with a number.
As I hold up a number act out that step.
When I hold up 1 finger you will act out the first step.

TEACHER DO: Hold up 1 finger, then 2, then 3, then 4, then 5. Watch as students act out each hand washing step.



STUDENTS DO: Act out all five steps for hand washing.

12. Closing: Review what students discovered about water today. If time allows, ask students to look back at the student books and describe the differences between some of the ways water is used.

TEACHER SAY:
Think about all the different ways water can be used.
Tomorrow we will explore natural water sources!

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify natural water sources on a map. • Dramatize the movement of water.	• Map • Sea • River • Lake • Body of water

MATERIALS

Map of Egypt	Student book	Crayons	Pencil
			



Discover (90 mins)

Directions

1. Introduction: Remind students of what we have discovered about water in our lives so far in the chapter.

TEACHER SAY:
We use water every day!
We can find water all around us!
Today we will explore the large bodies of water we can find in the world around us.



2. TEACHER DO: Students will be working with a map of Egypt. This may be the first time that some students have encountered such a map, including physical features, etc. You may need to spend a bit of time introducing this activity depending on your students. Pass out student books and have students open to page 89: Map of Egypt.

TEACHER SAY:
We know we can find water all around us.
This is a map of Egypt. Look at the map in your book.
I can see bodies of water on the map.
What do you think shows a body of water on a map?

TEACHER DO: Use **Calling Sticks** to choose 2-3 students to answer.

TEACHER SAY:
Those are good ideas! Let's read the directions on the page.

 **READ ALOUD:** Color the bodies of water on the map blue.

TEACHER SAY:
I can see a sea, a river and a lake on the map.
Try your best and we will share what we colored.

 **STUDENTS DO:** Color the bodies of water on the map in blue.

TEACHER DO: Monitor students as they work. Do not worry about correcting students as they work. As you go over the map together, students can correct their coloring with the class.

3. TEACHER DO: If possible, put up a large map of Egypt in the front of the room. Use the map to reference the bodies of water together. You may choose to add more details to this discussion, depending on the interest and skill level of your students.

TEACHER SAY:
You worked hard to find water to color!
Now, let's go over what we colored together.
Egypt has a large body of water on two sides.
This type of body of water is called a sea. (point to the sea at the top of the map and to the side)
Can you repeat that word with me? Sea.

 **STUDENTS DO:** Repeat the word "sea."

TEACHER SAY:
If you did not color the sea, you can color it now. Have any of you been to the sea? Think about that as you look at the map if you are not coloring.

 **STUDENTS DO:** Color the sea.

TEACHER SAY:
Egypt has water which flows from the bottom of the country to the top.
It is called a river. (point to the river on the map. Trace the river with your finger)
Can you repeat that word with me? River.

 **STUDENTS DO:** Repeat the word "river."

TEACHER SAY:
If you did not color the river, you can color it now. I wonder if anyone has been to our river, the Nile. Think about that and trace the river with your finger.

 **STUDENTS DO:** Color the river. Trace the path of the Nile.

TEACHER SAY:
Egypt also has a large body of water towards the bottom of the country.
It is surrounded by land.
It is called a lake.
Can you repeat that word with me? Lake.

 **STUDENTS DO:** Repeat the word "lake."

TEACHER SAY:
If you did not color the lake, you can color it now.

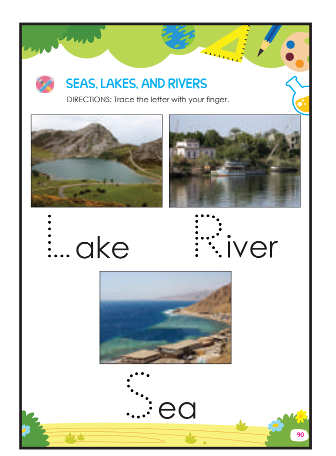
 **STUDENTS DO:** Color the lake.

4. TEACHER DO: Have students put away their student books. Either hang up images of a sea, a river and a lake or have video clips of each ready to share with the class.

TEACHER SAY:
The water in a sea, a river, and a lake move differently.
Let's observe each.

5. TEACHER DO: Play video clips for students. If it is not possible to show videos, hang up the photos around the classroom. Have students move to observe the pictures. Make sure the images clearly show movement in the water. The river images should show the water flowing. The sea picture should show waves. The lake image should show the water in a calmer state.

 **STUDENTS DO:** Observe the different water sources, either in video or through images.



6. TEACHER DO: Have students move back to their seats and open to page 90: Seas, Lakes and Rivers. Students will identify the first letter of each term and trace the letter to practice writing.

TEACHER SAY:
We were able to see how seas, lakes and rivers can look different. They can also move in different ways.
Look at the pictures in your student book.
Put your finger on the picture of a lake.

 **STUDENTS DO:** Point to the picture of the lake.

TEACHER SAY:
What letter do you see at the beginning of the word?
Trace the letter with your finger.

 **STUDENTS DO:** Identify the beginning letter and trace.

TEACHER SAY:
Put your finger on the picture of a sea.

 **STUDENTS DO:** Point to the picture of the sea.

TEACHER SAY:
What letter do you see at the beginning of the word?
Trace the letter with your finger.

 **STUDENTS DO:** Identify the beginning letter and trace.

TEACHER SAY:
Put your finger on the picture of a river.

 **STUDENTS DO:** Point to the picture of the river.

TEACHER SAY:
What letter do you see at the beginning of the word?
Trace the letter with your finger.

 **STUDENTS DO:** Identify the beginning letter and trace.

TEACHER SAY: **Now that you have traced the letters with your finger, go back and trace them again with a pencil. As you work, whisper the word to yourself to help you remember the words lake, river, and sea.**

 **STUDENTS DO:** Trace the first letter of each word with a pencil while whispering the word to themselves.

Note to teacher: Write the first letter of each word on a separate piece of paper. You will use these letters to prompt students to act out the water movement for each body of water.

7. TEACHER DO: Have students put away their student books. After identifying the beginning letter in each word, put students into groups of 3-4. Each group will decide on a body of water they want to act out. Move groups so they are sitting together and have room to move around. If necessary, move tables and chairs.

TEACHER SAY:
I have put you into groups.
In your group, you will pick one of these letters (point to the letters you wrote that represent each body of water).
You will work together to think of how you can act out that body of water.
Then, you will perform for the class.
The class will be able to guess the first letter of the body of water you are acting out.

First, in your group, choose a letter.

 **STUDENTS DO:** As a group, choose a letter that represents a body of water to act out.

TEACHER SAY:
Raise your hand, as a group, when you have decided on a letter.

8. TEACHER DO: Make sure each group collaboratively decided on a letter. If students are having a difficult time choosing, you can assign a letter to a group.

TEACHER SAY:
Now, in your group, decide and practice how you will act out the body of water you chose.
Remember what you observed in our videos (or pictures).
How did the water move?
How large was the body of water?
What shape did it make on the map?
How can you use and move your body to act it out?
Work together.
Share your ideas and listen respectfully.

 **STUDENTS DO:** Collaborate in groups to act out a body of water.

9. TEACHER DO: Move around the room and check in with groups. If students are having difficulty, allow students to look back at images or at the map. Ask students to consider how they can make their bodies look like a river or a lake. Ask students to remember if the water could make waves and what that might look like when they move. Remind groups that every student in the group should participate when they act out in front of the class. Provide students with 10 minutes to share ideas and practice.

10. TEACHER DO: Have students sit where they are with group members. Remind students how to be respectful listeners of each group. After each group performs, the class can call out the beginning letter for the body of water being acted out.

TEACHER SAY:
We had time to practice.
Now we will each get a turn to show our performance to the class.
After we finish, the class will call out the beginning letter of the body of water.
Do we understand?

 **STUDENTS DO:** Call out Yes!

11. TEACHER DO: Call on groups, one at a time, to come and act out their body of water. After the group finishes prompt the class to call out the letter being performed. Repeat until all groups are finished sharing.

 **STUDENTS DO:** Identify the body of water being acted out after each performance. Act out a body of water when called on by the teacher.

12. Closing: Review the three bodies of water discussed today and preview learning for tomorrow.

TEACHER SAY:
We were able to identify three large bodies of water we can see in Egypt!
When you go home, try to talk to someone in your family about rivers, lakes and the sea!
We were also able to act out each body of water to see how they are different.
Tomorrow we will compare more traits of a sea, a river and a lake to compare and contrast.
Great work collaborating with your classmates today!

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Compare and contrast water sources. • Differentiate between human made sources of water and natural sources of water.	• Source • Human-made • Natural • Sea • River • Lake

MATERIALS

Glue



Magazine pictures that include water

Scissors (if available)



Chart paper or large drawing paper- one piece per group





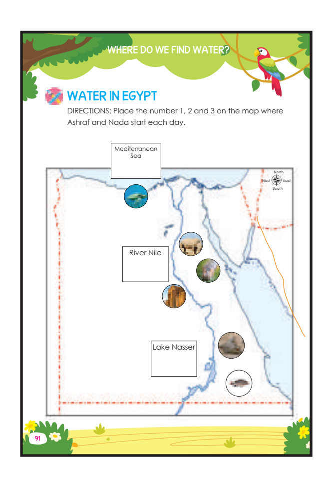
Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY:
Yesterday, we learned about using a map to locate large sources of water.
What are the three bodies of water we found on a map of Egypt yesterday?

TEACHER DO: Use **Calling Sticks** to choose three students to answer question before continuing.



2. TEACHER SAY:
Today, we are going to start by reading a story about water. Open your student book to page 91: Water in Egypt. As I read the story out loud, I want you to listen carefully and look at the pictures in your student book.
When you hear a place that the characters go, we are going to number the places in order.
Our story begins:
Ashraf and Nada like to go on adventures.
On day 1 (hold up one finger), they start at Lake Nasser.
I think I just heard where Ashraf and Nada started today.
Put your finger on Lake Nasser.

 **STUDENTS DO:** Point to Lake Nasser.

TEACHER SAY:
Let's all write a 1 in the box at the Lake.

 **STUDENTS DO:** Write a number 1 on the map on Lake Nasser.

TEACHER SAY:
Let's keep reading. Listen for where they go on day 2.

Ashraf and Nada fish for Nile perch.
Then, they look for the Nile crocodile.
This lake was created by humans.
It was formed when the Aswan Dam was built across the Nile river.
On day 2 (hold up 2 fingers), Ashraf and Nada get on a felucca sailing boat.
They sail on the Nile River.

3. TEACHER DO: Pause after reading the sentence about day 2 to give students time to identify the Nile River as the second place the characters go.

 **STUDENTS DO:** Write 2 in the box next to the Nile River.

TEACHER SAY:
The Nile River is natural. It was not made by humans.
It is important to our country of Egypt.
Ashraf looks for rhinos.
Nada looks for hippos.
They travel past ancient monuments and temples.
On day 3, Ashraf and Nada sail to the end of the Nile.
This is where the Nile meets the Mediterranean Sea.

4. TEACHER DO: Pause after reading the sentence about day 3 to give students time to identify the Mediterranean Sea as the third place the characters go.

 **STUDENTS DO:** Write 3 in the box next to the Mediterranean Sea.

TEACHER SAY:
The Mediterranean Sea is natural. It was not made by humans.
Ashraf falls out of the boat.
He discovers the Mediterranean Sea is very, very salty.
A sea turtle swims past Ashraf. Ashraf is having fun swimming.
Ashraf and Nada had fun on their adventure.
They learned about three different sources of water!

 **STUDENTS DO:** Listen to story and look at map and pictures in the student book.

5. TEACHER DO: Check for understanding as you circulate around the room and observe if students have placed the numbers in the correct place. If necessary, stop after hearing the first water source and ask students to identify what water source they just heard. As a class, write number 1 in the student book. You can also ask students to put their hands up when another water source is heard. Use **Calling Sticks** to have students randomly answer questions that follow.

TEACHER SAY:
Let's talk about how you completed that activity.
Raise your hand if you used the pictures on the map to help you.
When we read books or maps, pictures can help us understand the words.
What are the three sources of water Ashraf and Nada explored on their adventure? (answer: lake, river, sea)

 **STUDENTS DO:** Volunteer a response to the question.

TEACHER DO: Call on 3 different students to identify the three water sources explored in the story.

TEACHER SAY:
Look at where you placed the number 1. That's a lake.
How is it different from where you placed the number 3, the Mediterranean Sea? Think about what you heard in the story. (possible answers: #1 is made by humans and #3 is natural, #1 has different animals than #3, #1 is not salty like #3.)

TEACHER DO: Provide students with quiet thinking time to observe the differences in the lake and the sea. After a minute of thinking time, use **Calling Sticks** to have students share their thinking. If students need you to repeat details, go back to the reading and share the sections for days 1 and 3 again.

 **STUDENTS DO:** Provide a response to the question when called on.

TEACHER SAY:
Look at where you placed the number 2. That's a river.
How is it different from where you placed the number 3, the Mediterranean Sea? (possible answers: #3 is very salty, they each have different animals.)
How are they the same? (both are natural)

TEACHER DO: Provide students with quiet thinking time to observe the differences in the river and the sea. After a minute of thinking time, use **Calling Sticks** to have students share their thinking.

 **STUDENTS DO:** Provide a response to the question when called on.

TEACHER SAY:
What are some ways all three sources of water are the same? (possible answers: you can go on a boat on all three, you can fish in all three, you can explore on all three)

TEACHER DO: After a minute of thinking time, use **Calling Sticks** to have students share their thinking.

 **STUDENTS DO:** Provide a response to the question when called on.

Note to Teacher: These questions are extending student's thinking about rivers, lakes and seas. Students may need prompting to remember parts of the story. Repeat lines from the story as needed. Scaffold student thinking by asking questions such as: Can you remember which water sources were salty? Can you remember if any of the water sources were made by humans? What animals did we see as we explored?

6. TEACHER DO: As you transition to the next activity, have students think about all the different sources of water; both natural and associated with humans. Group students by row and give each group a piece of chart paper, glue, scissors (if available) and magazine pictures.

TEACHER SAY:
I'd like each row to form a group circle on the floor (or around the table).
As I pass out some chart paper, glue, scissors (if available) and magazine pictures, go around your circle and say either a natural or man-made source of water. This can be more than the seas and rivers we have been looking at today! Remember the water bottle we talked about earlier? That can be a place you find water.

 **STUDENTS DO:** Sit in circle with their row or table partners and say a natural or man-made source of water.

7. TEACHER DO: As you pass out materials, listen to answers as students go around their circle.

TEACHER SAY:
Great!
I heard some answers like, water bottles, puddles, seas, bathtubs, a sink, and more!
In your groups, look through these magazine pictures.
Cut (or tear) pictures of different sources of water.
Glue them to your paper to make a beautiful collage.

 **STUDENTS DO:** Select pictures that represent natural and man-made sources of water.

8. TEACHER DO: Circulate around the room as students work. Ask students to tell you if the picture they select is natural or associated with humans. Ask students to name the types of natural sources as puddles, streams, rivers, lakes, or seas.

9. Closing: Review the day's learning.

TEACHER SAY:
Today we talked about how some sources of water are the same and how some are different.
Remember our story of Ashraf and Nada?
What sources of water did they explore? Tell your Shoulder Partner.



STUDENTS DO: Discuss answer to questions with **Shoulder Partner**.

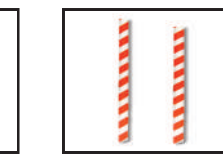
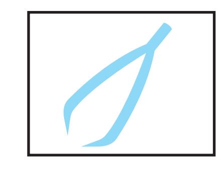
TEACHER DO: Allow students a moment to share their observations with their partner.

TEACHER SAY:
Your collages showed some beautiful pictures of water all around us.
What would happen if all that water was dirty?
Could we clean it somehow?

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Act out ways water can become polluted. • Experiment with ways to clean polluted water.	• Polluted • Pollution	Before the start of class, prepare one cup of polluted water for each group. Fill the cup about halfway with water. Put a few drops of cooking oil on the water. Add in a few paper scraps, and plastic pieces. Shake a little pepper on top of the water and add a spoonful of soil or sand. If you have enough plastic totes or shoeboxes available, organize your materials in a shoebox to pass out easily to groups. Alternatively, you can place the cleaning supplies on a tray in one central location and students can send one person from the group to select materials to use for the clean-up.

MATERIALS

Clear plastic cups (2 per group)	Cooking oil (a drop per group)	Paper scraps	Plastic straw pieces (any type of plastic pieces)	Pepper shaker	Spoonful of soil or sand
		 			
Scraps of material	**Small pieces of sponges**	**Cotton balls or cotton swabs**	**Strainers (if available).**	**Tweezers (if available)**	**Paper towels or rag in case of spills**
					



Learn (90 mins)

Directions

1. Introduction: Review yesterday's learning and engage the students in today's lesson.

TEACHER SAY:
Yesterday we compared sources of water and identified them as natural or associated with humans. Who can tell me one natural source of water? (lake, puddle, raindrop, stream, river, sea)

TEACHER DO: Use **Calling Sticks** to choose two students to answer the question.

 **STUDENTS DO:** Respond to question.

TEACHER SAY:
Now, who can tell me one associated with humans? (water bottles, sink, bathtub, water fountain)

TEACHER DO: Use **Calling Sticks** to choose two students to answer the question.

 **STUDENTS DO:** Respond to question when called.

2. TEACHER SAY:
At the end of the day yesterday, I asked you what would happen if all that water was dirty. Another word for dirty is pollution.
Please say that with me: pollution.

 **STUDENTS DO:** Repeat the word pollution.

TEACHER SAY: What do you think would happen if all the water on Earth had pollution? Where do you think pollution comes from?

TEACHER DO: Use **Calling Sticks** to choose two students to answer the question before continuing. Accept all reasonable answers.

 **STUDENTS DO:** Share ideas.

3. TEACHER DO: Have students sit in a circle with their row group. Like the game of charades, students will act out ways our water can get polluted.

TEACHER SAY:
Please sit in a circle with your row group.
You're going to play a game. Take turns in your group.
Think about where pollution comes from and how dirt or other contamination gets into our water.
Act out a way you think water can be polluted.
Choose someone in the circle to guess what you are acting out.
Then, that person gets to act out another way we can pollute our water.
Keep going until everyone has had a turn or can't think of anything else.

 **STUDENTS DO:** In a circle, take turns acting out a way our water can get polluted.

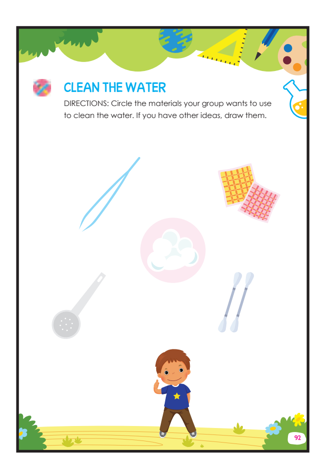
TEACHER DO: Circulate around the room, listening and watching students. Remind them to think of how both seas and freshwater can be polluted. (Possible ways: tossing a plastic water bottle into a river, spilling oil into a puddle, boat sinking, dumping things down a toilet, wastes from farms running into rivers, etc.)

4. TEACHER DO: After students have had some time to act out different ways pollution gets into the water, shift the conversation into ways we can prevent pollution and take action to protect our environment.

TEACHER SAY:
I'm so glad you thought of many ways our water can be polluted.
But, what can we do about it?
Can we clean the water somehow?
Think about some ways you might be able to clean the water as we get out our student books.

5. TEACHER DO: The next activity will use the polluted water samples you prepared before class. If you have established procedures for using paints or art supplies, you may wish to remind students of ways to interact with the samples. Also remind students of simple safety rules when conducting science experiments.
Hold up a cup of the dirty water for all students to see – and gesture to the other samples that you prepared.

TEACHER SAY:
Each group will receive a cup of water like this one.
Does this water look clean? (pause for students to say NO)
You are right. This water has pollution in it.
You are going to think about how to clean the water.
As you work to remove the pollution, you will put your cleaned water into the empty cup. (hold up the empty cup)
With your row group, you will make a plan for how you are going to try to clean your polluted water.
Remember to be safe while you work together, and to be sure to work together to keep your materials from spilling on the floor or getting on your clothing.



6. TEACHER DO: Prompt students to have a group brainstorming discussion about different materials they could use to clean the water. If you wish, you may do this as a class instead of in small groups, depending on the needs of your students. Have students open to page 92: Clean the Water.

TEACHER SAY:
I have gathered some supplies that you mentioned. Some of them are pictured on page 92 in your student book.

Note to teacher: If you are unable to provide any of the materials in the book, tell the students to put an X on them.

TEACHER SAY:
Scientists like to have a plan before they experiment.
With your row group, talk about the cleaning materials you would like to use and why. Talk in your group about what pollution you will try to remove first and why. If you have an idea to use something that isn't shown in the book, raise your hand and I will let you know if we have that in the classroom.

 **READ ALOUD:** Circle the materials your group wants to use to clean the water. If you have other ideas, draw them.

 **STUDENTS DO:** Negotiate as a team to choose materials and plan how to use them. Alert the teacher if they have ideas for other materials.

7. TEACHER DO: Before materials are passed out, circulate around the room to listen to each group's plan. Ask why they are using a certain material and which pollution they think it will remove. Ask which pollution they will try to remove first and why.

TEACHER SAY:
Send one person from your group to me to get your cleaning materials.
Sit in a circle with your group.
Take turns and try to get the water as clean as you can.
Please wipe up any spills quickly using the paper towels (or rag).

 **STUDENTS DO:** Follow the plan to remove the pollutants from the water.

8. TEACHER DO: Circulate around the room as the students experiment. This will be a messy activity! Students will likely not be completely successful in removing all of the pollution. Encourage them to keep trying and to work as a team. As they finish, ask the students to return the materials to the front of the class and clean up any spills

TEACHER SAY:
As you finish, please return your materials to the front of the room and clean up any spills.

9. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities. Using Calling Sticks to randomly ask students to respond.

TEACHER SAY:
Today we learned about ways our water can be polluted and how we can try to clean it. Is cleaning our water easy? (choral response- NO!)
What was the most difficult pollution to get out of the water? (oil, soil/sand, plastic, paper, pepper) Why?
What other materials do you think would help? Why?

TEACHER DO: Use **Calling Sticks** to select several students to share their thoughts after each question. You may modify the number of students called upon, depending on the time you have left in class.

 **STUDENTS DO:** Respond to questions.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Analyze the importance of caring for the environment to keep water clean. • Create a photo album to demonstrate the importance of preserving the environment and responsible use of resources.	• Environment • Pollution • Preserve

MATERIALS

Chart paper titled:
How I Can Help





Learn (90 mins)

Directions

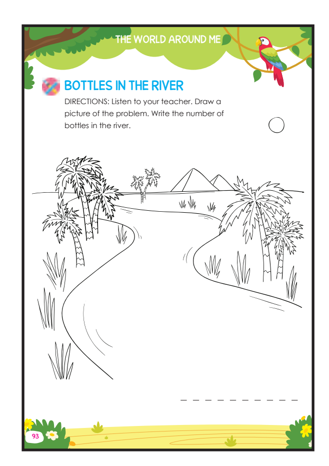
1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY:
We have learned many ways that we use water every day.
We have also learned how hard it is to clean our water once it is polluted.
Yesterday we thought of many ways that we contribute to water pollution. Can you think of any ways that we can prevent, or stop water pollution from happening?

TEACHER DO: Use Calling Sticks to ask for student ideas. Hand out student books.

2. Transition into a simple math problem related to pollution and water sources. You will use the story about Ashraf and Nada to illustrate the problem. Instruct students to open to page 93: Bottles in the River.

Note to Teacher: You are only introducing the idea of addition and subtraction. Students are not expected to be able to solve a story problem independently. Provide support as necessary to help model the story problem. You can also act out the scenario using real water bottles to model the story in the classroom.



TEACHER SAY:
Do you remember our story about the adventure of Ashraf and Nada as they explored the Nile River? Have you ever seen trash in the river? (pause for students to respond)
What would happen if Ashraf threw 2 empty bottles in the river and Nada threw in 3 empty bottles?
Open your student book to page 93: Bottles in the River.
You will use this page to draw a picture to show what Ashraf and Nada are doing to pollute the river.

3. TEACHER DO: Hold up page 93: Bottles in the River and point to the box where they will be making their drawings.

READ ALOUD: Listen to your teacher. Draw a picture of the problem. Write the number of bottles in the river.

TEACHER SAY:
I'll say the problem again and I want you to draw what is happening in the picture. Point to the Nile River in the picture.
You are going to draw what is happening with Ashraf and Nada.
Listen carefully.
Ashraf threw 2 empty bottles in the river.
What should we draw?

 **STUDENTS DO:** Call out "Draw 2 bottles in the river."

TEACHER SAY:
Yes. We should draw the 2 bottles in the river.
Draw that now.

 **STUDENTS DO:** Draw 2 bottles in the river.

TEACHER SAY:
Listen to what happens next.
Nada threw in 3 empty bottles.
What should we draw now?

 **STUDENTS DO:** Call out "Draw 3 more bottles in the river."

TEACHER SAY:
Yes! We should draw 3 more bottles in the river.
Draw that now.

 **STUDENTS DO:** Draw 3 more bottles in the river.

TEACHER DO: Circulate around the room as students draw. Ask students to point to and count the number of bottles they are drawing.

4. TEACHER SAY:
Let's count the number of bottles that were thrown into the river.
How many bottles were thrown into the river by both Ashraf and Nada?

 **STUDENTS DO:** Point and count 5 bottles.

TEACHER SAY:
Write the number 5 on the line next to your drawing.

 **STUDENTS DO:** Write the number 5 next to their picture.

5. Note to teacher: The next step introduces the idea of taking away. This is designed to connect math with environmental stewardship. If someone puts trash in the water, another person has the responsibility to remove it.

TEACHER SAY:
Well, Ashraf and Nada have added pollution to our river.
We now have five bottles floating in the river.
Don't you think we should do something about that? (pause for student reaction)
If a nice boat captain is able to pick up three of the water bottles, how many are bottles are in the river?
Let's think, are we adding bottles to the river, or taking some away?

 **STUDENTS DO:** Call out "taking away."

TEACHER SAY:
Now, use an X to cross out the bottles that the captain is able to pick up.

 **STUDENTS DO:** Cross off 3 of the bottles that they drew in the river.

TEACHER DO: Circulate around the room as students draw. Ask students to point to the number of bottles they are crossing out.

6. TEACHER SAY:
How many bottles are still in the river? (student response: 2)
Let's take a moment to cross out the number 5 because the nice captain cleaned up some of the bottles.
What number should we write instead?

 **STUDENTS DO:** Indicate they should write 2. Cross out the number 5 and write the number 2.

TEACHER SAY:
Do any bottles belong in the river? (student response: no)
What do you think the captain can do with the water bottles he was able to take out of the river?

TEACHER DO: Use **Calling Sticks** to select several students to share their thoughts. Possible answers may include, placing them in a recycling container when they get back to the dock, reusing them for another purpose.

 **STUDENTS DO:** Respond with ideas when called on.

7. TEACHER DO: Transition to creating a photo album of ways to preserve the environment and use resources responsibly.

TEACHER SAY:
I'm glad you thought of some creative things to do with the empty bottles the captain saved.

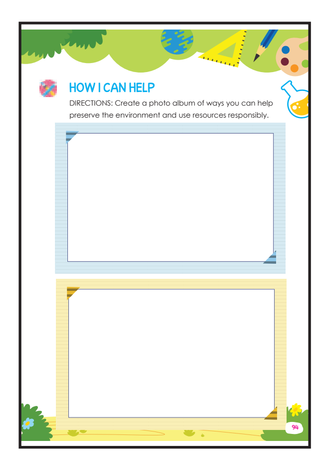
TEACHER SAY:
We have talked about all the ways we use water.
We have learned about ways water is important to our everyday lives.
We thought of ways we sometimes pollute water.
We cleaned the water in our experiment.
Today, let's think about ways we can help protect the water from getting polluted. What can we do? What can we encourage others to do? Let's brainstorm some things you can draw.

TEACHER DO: Using chart paper, record all student responses using pictures or icons where possible.

TEACHER SAY:
What are some ways you can preserve the environment, or use resources like water responsibly?

 **STUDENTS DO:** Volunteer responses on how to help preserve the environment.

TEACHER DO: Call on students. Possible answers include; recycle, reuse materials in new ways, turn off water while brushing teeth, don't pour chemicals, oil down the drain, don't litter, etc. These concepts might be new to students so provide prompts and choices as necessary. You can ask "Do you think you should throw trash on the ground or in a trash can?", "Do you think you should leave the water running in the bathroom when you brush your teeth?"



8. TEACHER DO: Have students turn the page to pages 94 and 95: How I can Help in their student book.

TEACHER SAY:
Turn to pages 94 and 95: How I Can Help in your student book.

 **READ ALOUD:** Create a photo album that shows ways you can help preserve the environment and use resources responsibly.

Now that you have some ideas, use the rest of our time to draw your photo album.

 **STUDENTS DO:** Create drawings that show ways to preserve the environment and/or use resources responsibly.

Note to teacher: If you have magazine pictures available, you may allow students to also use magazine pictures.

9. Closing: Summarize today's discussions and prepare students for work tomorrow.

TEACHER SAY:
Today we talked about why it's important to keep our water clean.
We also talked about what we can do to help keep our earth clean.
What will you try to do?
What will you teach your family about keeping our earth clean?
Share your ideas with a Shoulder Partner.

TEACHER DO: Allow students a moment to share their observations with a **Shoulder Partner**.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Collaborate to plan a collage to demonstrate where water can be found in the environment. • Select materials from the environment to represent water.	• Source • Environment

MATERIALS

Pebbles, sticks, rocks, or grass clippings etc.



Small cups or baggies to collect materials.





Share (90 mins)

Directions

1. Introduction: Review with students the sources of water.

TEACHER SAY:
We have been learning about the world around us.
We have looked at where we can find water.
We call these places a source for water.
Everyone, repeat: source.



STUDENTS DO: Repeat the word source.

TEACHER SAY:
We have learned how important it is to keep our water and Earth clean.
What have you done to help keep our Earth clean?

TEACHER DO: Use **Calling Sticks** to choose three students to answer question before continuing.

2. TEACHER SAY:
We want to share what we've been learning with others.
Let's plan a collage to show all the places we can find water.
Can you repeat the word collage?



STUDENTS DO: Repeat the word collage in a choral response.

TEACHER SAY:
A collage is a piece of art made with different images or materials.
We are going to take a quick walk outside to collect some materials for our collage. You may collect small pebbles, pieces of grass, small sticks or leaves.
Note to teacher: You can look up water collage pictures on the internet to show the students several examples of collages. You may also choose to allow students to use recycled material, using this as an opportunity to talk about ways we can reuse and repurpose plastic, paper and other items to prevent them from ending up as pollution.

3. TEACHER DO: As you transition to the outside collection of materials, form student groups, for example, by rows. Assign each row a water source to portray in their collage such as, lake, river, puddle, ocean, water bottle, or bathtub. Pass out small cups or plastic baggies for students to collect materials. Allow students some time to discuss their plan. Remind students of established rules for walking safely outside and through the hallways.

Note to teacher: If you are unable to take students outside to collect materials, have an assortment of materials in your classroom. Modify the directions that follow.

TEACHER SAY:
You will work in a group with your row.
I will tell each group which source of water you will make a picture of, such as a lake, river, puddle, ocean, water bottle or bathtub.
I will also pass out some cups (or baggies) for your collections.
While I am talking with other groups, think of some ideas with your row.
Remember, when we walk outside, we will respect the learning of others.

4. TEACHER DO: Supervise students carefully as they collect materials from the environment for their collage. Be sure to limit the areas where they look for materials. Call attention to any hazards in the environment that students need to be aware of before heading out or walking around.

TEACHER SAY:
Carefully collect your materials.
Stay in the following area____ and be sure you can always see me.
Watch out for____.

 **STUDENTS DO:** Collect various materials to create the collage.

5. TEACHER DO: Allow time for students to collect their materials. Remind the students of established procedures for walking back into the building.

TEACHER SAY:
As we return to our classroom, please remember to walk quietly so we don't disturb the learning of others.
When we get in the classroom, sit in a circle with your row and the materials you collected.

 **STUDENTS DO:** Walk back to the room and sit in a circle with students in their group.

6. TEACHER DO: Allow students time to share the materials they collected with their group and discuss ways they can use the materials for their collage.

7. Closing: Encourage students to think about what is coming in tomorrow's lesson.

TEACHER SAY:
Today you did a great job collecting materials from our environment to use in making a collage tomorrow. As we close for the day, review the materials you collected with your group and ways you plan on using them.
Tomorrow, we will have blue and green paint, and other art supplies you may use in creating your collages.
Please leave the materials you collected_______ and store your student books.

Note to Teacher: Designate an area where students can find their materials easily tomorrow and be sure they are labeled with at least one name from the group.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Collaborate to create a collage to show sources of water.	• Collage	Find an image of a collage to share with students or create your own collage as an example.

MATERIALS

Glue and/or other adhesives such as tape, string, etc.	Large drawing paper per group.	Beads, yarns, blue and green paint, paint brushes, cotton balls, cotton swabs, sponges etc.
		



Share (90 mins)

Directions

Introduction: Engage students with an image of a collage if possible. Use the internet to search for water collage pictures. Alternatively, you can create a sample collage to share with students.

TEACHER SAY:
We are going to create our collages together today.
Everyone, say the word collage with me.
Collage.

 **STUDENTS DO:** Repeat the word collage.

TEACHER SAY:
Who can tell me what a collage is? (a piece of art created with different materials)

TEACHER DO: Use **Calling Sticks** to choose a student to answer the question before continuing.

 **STUDENTS DO:** Respond to question.

2. TEACHER SAY:
You collected some materials from our environment yesterday.
I also have some art supplies available for you to use.

TEACHER DO: Place additional art supplies such as paint, cotton swabs, beads, yarn etc. in a location where students can easily access them. Allow students to use additional supplies as needed to create their collages.

3. TEACHER SAY:
Work with your group to create a collage of a water source.
Take turns and listen to each other.
Remember what you have learned about the sea, lakes, rivers, clean water, pollution and our uses of water as you plan.
If you are working with water and spill it, please clean up right away.
Return any unused materials to the art supply location.

If you have any materials you collected from outside that you decide not to use, you may share them with another group.



STUDENTS DO: Students will work cooperatively, sharing materials to create an original artwork using materials from the environment.

4. TEACHER DO: Allow time for students to complete their pictures. Be sure to walk around to observe how well the students are recreating their source of water. Before closing for the day, call students back together to give instructions for how to clean up all materials and store the collage so that they can present it the next day.

5. Closing: End the lesson by reviewing the work done today and reflecting on the process.

TEACHER SAY:
You should be proud of your collage! Well done!
You used a lot of different materials to create a piece of artwork that shows us a source of water.
What part making your collage did you enjoy the most?
What part about making your collage was the hardest?
Share your experience with a nearby Shoulder Partner.

6. TEACHER DO: Allow students a moment to share observations with their partner. Then use **Calling Sticks** to select several students to share their thoughts.

TEACHER SAY:
Tomorrow we will share our collages with the rest of the class.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Present collages to the class.	• Collage

MATERIALS

Student created collages



Share (90 mins)

Directions

1. Introduction: Review the sources of water with students prior to presenting collages to the class.

TEACHER SAY:
Today, we are going to present our water source collages.
Who can tell us some of the sources of water we have talked about in this chapter?

TEACHER DO: Use **Calling Sticks** to choose four students to answer question before continuing.



STUDENTS DO: Respond to question. Possible answers include: lakes, rivers, oceans, seas, puddles, water bottles, bathtubs, sinks, etc.

TEACHER SAY:
As we share our collages with each other, remember to respect other student's works of art.
Listen carefully as they explain their collage.

2. TEACHER DO: Ask student groups one by one to explain their source of water collage, and why they used the materials they did. It may be hard for students to pay attention to several presentations in a row. A way to allow students to "get the wiggles out" is to ask students to recall the movements they created to pantomime the movement of rivers, lakes and the sea. After a few groups present, ask the students to stand up and act out one of the water movement types of that the most recent group represented in their collage. Use any other modifications that best suit the needs of your students.



STUDENTS DO: Sit quietly to listen to presentations.

TEACHER SAY:
When I call your group to the front, please tell us about your water source.
Tell us what materials you used.
Tell us why you used those materials.

TEACHER DO: Call one group at a time to come up and share their collage.



STUDENTS DO: Share collages with the rest of the class.

Note to Teacher: If space is available, hang collages in a hallway or common area for the rest of the school to see.

3. Closing: Review the chapter and reflect on what was learned.

TEACHER SAY:
This is the end of our chapter on The World Around Me.
Look around our classroom. We have evidence on the walls of all of our learning.

TEACHER DO: Pause to let students look at the different charts and pieces of art. Spend as much time as you wish drawing attention to different aspects of the 3 chapters.

TEACHER SAY: **We have learned about animal babies, how to care for living things and where we find water. What was your favorite part of this chapter?**
Tell your **Shoulder Partner**.

 **STUDENTS DO:** Reflect on favorite parts of this chapter.

TEACHER SAY:
We are responsible for the world around us. We are part of a community that takes care of our environment.
Remember that you can make a difference!




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